SAFETY Education

MAY 1957
Two Sections • Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

SUMMERTIME

EDITOR'S NOTEBOOK . . .

The presses have stopped running, the issues have been bound, addressograph plates prepared—and the last issue of SAFETY EDUCATION for the school year 1956-57 now rests on your desk, to be read carefully and thoughtfully, we hope, by you and your associates, the people who are chiefly responsible for the development of safety attitudes in the minds and hearts of our nation's young people.

The next three months for us are full of plans, plans in which you and your work have a most important part, plans which will guide the editorial content of SAFETY EDUCATION Magazine all through the coming school year. A cornerstone of these plans is *Practical Usefulness*. Even now, we are gathering material that will be of *practical usefulness* to you in your safety education work next year—articles about methods, ideas about successful safety projects you will be able to put into effect, background material you will want to know on various aspects of safety . . . *all* of it designed to be useful and practical as well as educationally right for your classrooms. Let us add that we would appreciate *your* telling *us* of successful safety programs in your schools—safety programs you think other educators would like to know about, your particular knotty safety problems—so that we may schedule articles which will be of help.

May and June are busy and important months for you—it is *now* that your teachers in their classrooms are reinforcing the safety lessons learned all during the year—*now* that you want to stress warm weather safety so that your pupils will be prepared for the hazards of spring and summer, as well as the fun. This issue of SAFETY EDUCATION has been planned for your continuing use throughout these last months of school. We hope you will find much of interest and usefulness in the articles and material throughout its 40 pages.

To you, then, from everyone at the National Safety Council, go our wishes for a happy and safe summer—and a well-earned vacation—plus our thanks (and the thanks of millions of children and their parents) for a safety job well done!

BEVERLY THOMPSON

Have you placed an order for ACCIDENT FACTS, the National Safety Council's official booklet of accident statistics for the year 1956? Scheduled for publication in early July, it is $1.00 per copy, lower prices for larger quantities. Place your order now with the Order Department, National Safety Council.

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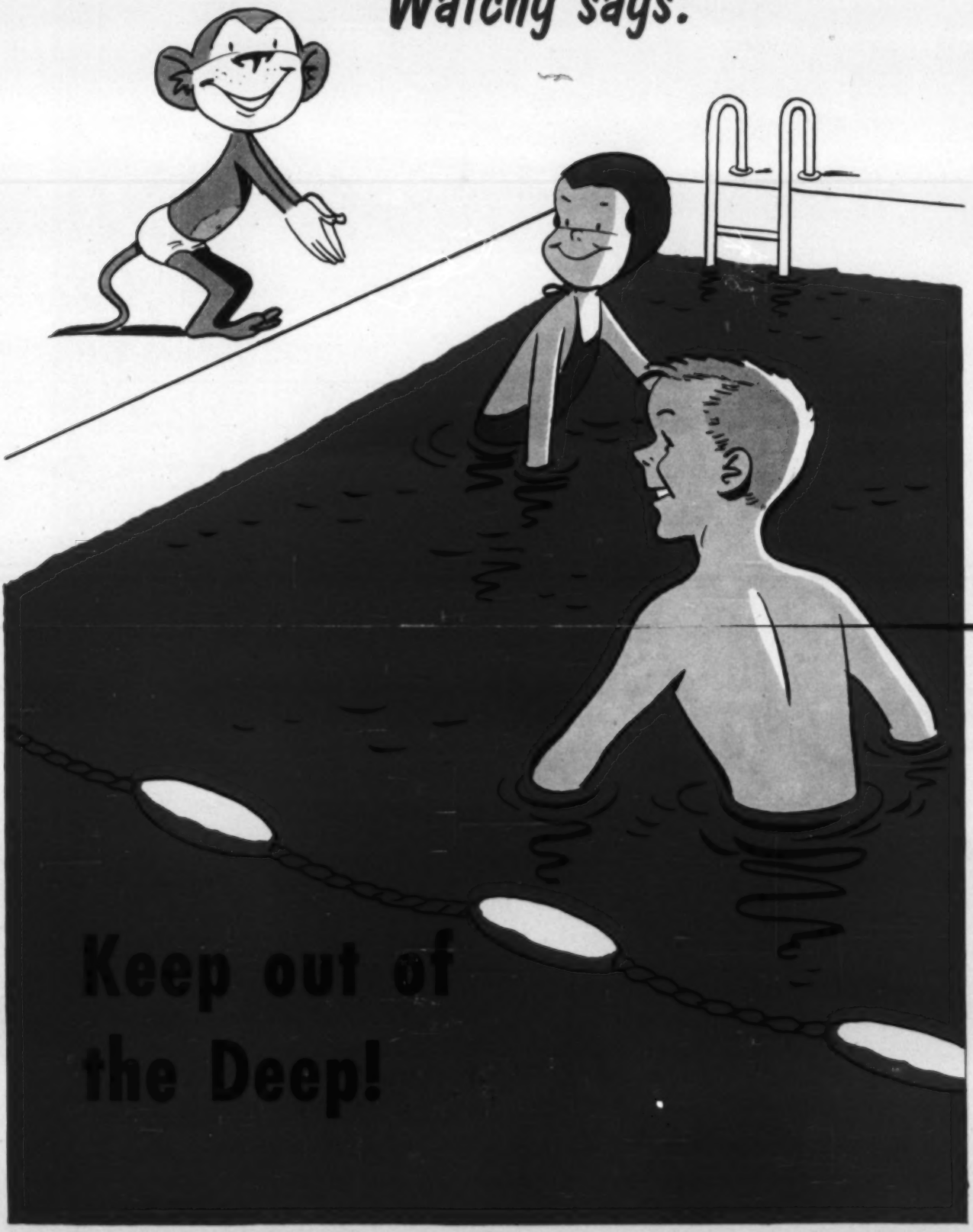

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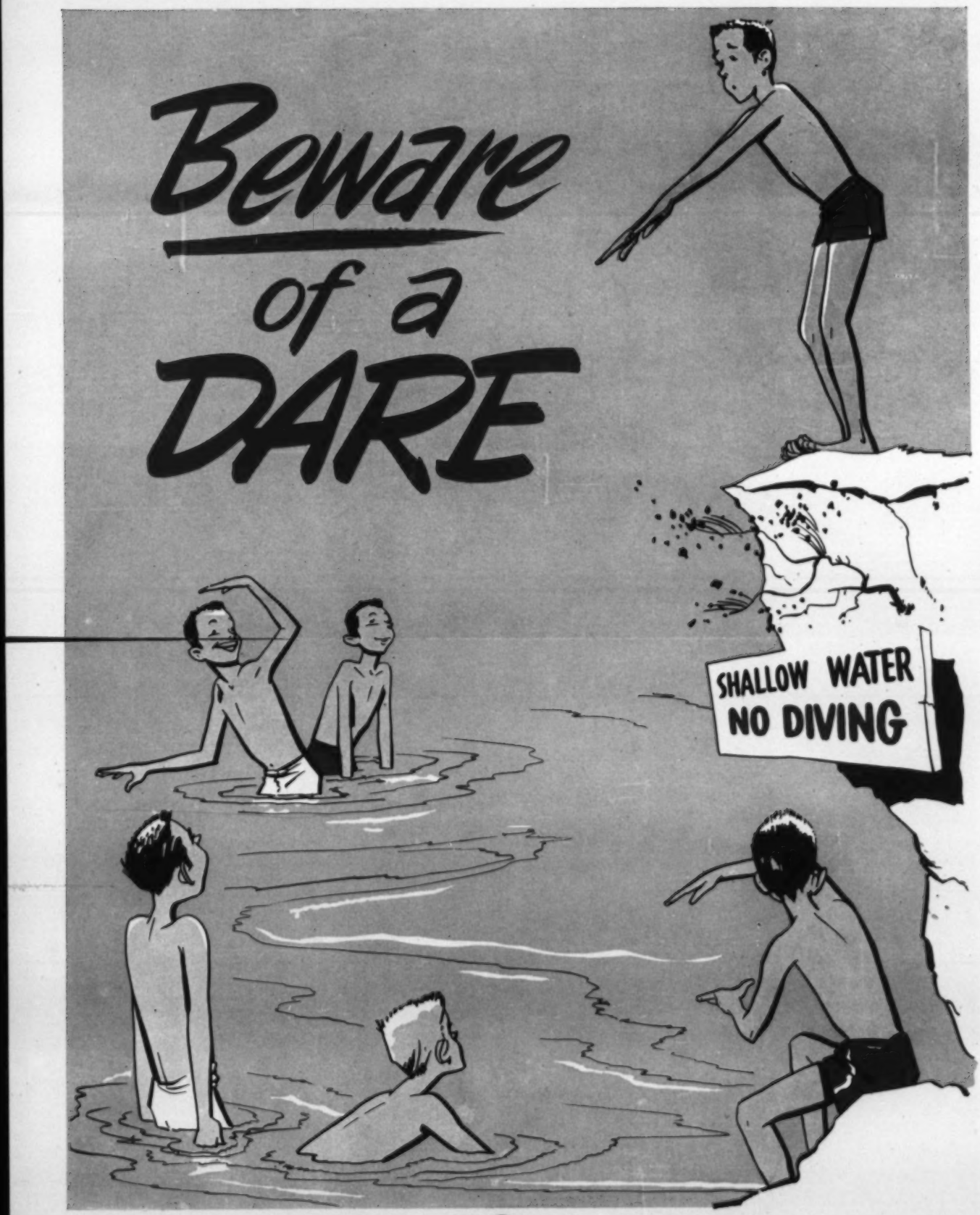

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Above: Children demonstrate that if they run from a dog it will chase them. Boy is having fun . . . girl is slightly afraid; therefore, collie watches boy.

Left: Author shows dog does not intend to bite because its jaws are not directly under hand.

Fido Takes Over the Class

Through the use of demonstrations with dogs themselves, Baltimore children are learning in school how to behave when they meet a strange pooch . . .

IN Baltimore recently, a child on her way to school was chased by a dog, ran two blocks to the school yard and up a school fire escape in order to get away.

When the animal raced up the steps toward the second-floor platform of the fire escape, the terror-stricken child jumped off, landing on the cement playground 40 feet below. Fortunately, there were no broken bones. She was taken to the hospital, however, with serious injuries.

Behavior with strange dogs is a rapidly acquired knowledge which can save a child so much terror, and, possibly, painful injury, that it should be a consideration for spring safety teaching in every school system.

When I visited Miss Mary Adams, assistant superintendent in charge of elementary education for the Baltimore Public Schools and volunteered to make my services available in connection with school problems relating to dog safety, a survey was taken to determine how many schools would be interested.

The survey indicated that 39 of the elementary schools were very much interested, particularly in connection with dog safety problems on the playground. Some 15,000 children, in groups of 200, were then given a demonstration on how to act with strange dogs.

Each school was visited twice. First, I met with teachers to discuss the general behavior of dogs. The second time, a demonstration was given before the children on the correct method of approaching "friendly" and "uncertain" dogs. This was followed by participation of the children themselves, in which they could practice applying their new knowledge.

The demonstrations explained why children should not reach out to pat a dog, and why dogs dislike or are afraid of being patted on the head. They also helped children to differentiate dogs they *could* touch from those they *should not* touch.

By Mrs. Ramona C. Albert
Wilmstone Kennels
Baltimore, Maryland

Above: As children begin to freeze into motionlessness, dog simultaneously brakes himself to stop, remains alert for continuation of chase.

Above: Now that both children are motionless, dog stands motionless also. But dog barks to make children run again. Girl, right, is frightened at bark.

Then came the most dramatic part of the presentation—a "game," using a collie dog.

Several students were asked to run about noisily, as they would on the playground. An excitable dog was allowed to become overly excited at their movements. At the order "Stop!", the demonstrators would freeze. The running dog instantly came to a stop also. This is instinct in a dog—he will always stop when the object or person he is chasing stops . . . *if* the potential victims become motionless *before* the dog catches up with them.

The dog's immobility, of course, gave the youngsters a confident feeling of control and greatly diminished their fear of being bitten. The dogs used were not especially trained—they were only acting upon instinct. Since frightened children want an animal to stop before it comes close, this visible proof that the dog *would* stop gave them the confidence to stand still instead of running from the animal.

These steps were used in the demonstration:

- children were shown how and at what distance to stand motionless as a dog approached them (at least 10 feet).
- they spoke to the dog when it had stopped moving, with a simple "Hi, there!" If the dog still came toward them, *looking directly into their faces*, they learned it was friendly, *how* and *where* to pat it.

  (They were told *never* to use a forward motion resembling a potential blow.)
- If, after they spoke, the dog came toward them *without* looking up at them but with its head lowered or turned to one side, it was explained that the dog was afraid to look at them, and they *should not* touch it.

Above: Boy pats dog on head, and dog moves to protect eyes from possible blow. The correct way: to place open hands under jaw, talking to dog all the time.

- If the dog did not come toward them after the youngsters spoke to it, they were told *not to move until it moved away from them*, because it was very frightened of them and might bite if it were touched. If they did not move until the dog went away, it would not come back to bother them again. (This was shown with an unstable dog.)

At the end of the demonstrations, the children repeated the directions aloud together.

Teachers have reported that students are quick to stand still when they encounter a strange dog. And dogs on the playground, which had previously shown animosity towards them, have left the area in defeat●

What Is A *Good* Safety Program?

By Dr. D. Willard Zahn
Dean
Teachers' College
Temple University
Philadelphia, Pa.

FOR too many schools, the safety patrol *is* the safety program. For others, driver education *is* the program. Some add driver education to safety patrols and say: "We have a double-barrelled program of special merit."

Obviously, those Sam Brown-belted boys have such dramatic appeal that other valuable elements are disregarded. Correspondingly, at the high school level, behind-the-wheel driver education is so significantly appropriate, up-to-date, and related so directly to cutting the highway death rate, that many schools neglect instructional opportunities for safety education through social studies, mathematics, science, family living and other curricular areas.

Other schools pride themselves on close cooperation with enforcement officials as a "look-at-us" feature of their concentration: sometimes they point to a youthful traffic court or to a safety council, and say: "This is the way we do it. We're good!" Well, *are* they? Not if this alone is what they do, for, above all, *the good safety program is balanced.*

The program must be balanced vertically, for each stage of child development presents dramatic safety necessities. In the kindergarten or grade one the tiny tot meets, to some degree, all the necessities of school and street safety all at once. Personal protection is, at this time, the basic requirement. By the time the secondary school is reached, a feeling for social integration

is a primary objective, for the understanding of society's needs is a persistent demand of increasing maturity. By this time, the student must see in safety legitimate limitations upon individual and group freedom, without losing the zest for action that ought to characterize every-day activity.

The program must also be balanced horizontally. In every week of the school year, a wide variety of accident problems arises. No one activity can solve all these difficulties. The school safety patrol cannot do it all, no matter how effective; nor can classroom safety codes, nor assembly programs, nor poster parades, nor moralizings, nor the threats of authority. Horizontal balancing suggests that day by day there shall be abundant participation in many kinds of meaningful safety activity and an effective fusion of information and action that is too seldom achieved.

With the balanced program in mind, I am thinking of safety from the bird's eye view of the board of school directors, treating the subject from two angles:

- elements in the safety program, which by their nature are likely to invite direct policy action by school boards; and
- elements in the safety program, concerning which the board will desire to query the superintendent or his associates.

In the first category, the most important elements are *buildings*.

In the erection of new buildings, perhaps the selection of the architect is the most important single decision to be made, but it will also be appropriate to ask if the architect has secured the proper safety check-lists for schools and school grounds, or whether he is content merely to comply with stated building codes. The thousand and one constructive ideas that guarantee "built-in" safety in classrooms, halls, gyms, showers, pools, shops, cafeterias, laboratories, auditoriums and multi-purpose rooms are taught neither specifically nor totally in many architectural schools—there isn't time for all that. Nor would this be desirable, for here, as elsewhere, the new idea is often far superior to the old. Yes, the architect is important. Keeping him on his toes is of equal value. The board can really help here!

In the more difficult task of renovating older buildings, even greater ingenuity is required, for many nice questions arise when this is contemplated. Certainly, whether to re-build or build new invites such strong considerations of safety that this factor alone may determine the issue. In making these decisions, the board members and the superintendent will want to avail themselves of the best safety surveys they can find.

Equipment—School business is big business. The method designed by school boards to obtain equipment items which give the greatest promise of safe usage is an important part of school's design for safety. Economy and built-in safety usually operate in parallel, for a single serious mistake or an omission of some essential provision for safety is one of the worst errors a school board can make.

Proper design and placement of play apparatus, correct surfacing of play areas, safe laboratory equipment and appropriate safety devices, classroom furniture with reasonable safety factors, built-in anchorage of adequate gymnasium equipment, the right type of fire-fighting necessities, proper placement and type of fences—these are merely obvious examples of the relation of equipment to safety. In this area many school boards, working cooperatively with their chief school officers, play very important roles. While the details covering these matters will normally be the responsibility of others, insistence on safety by school board members is an essential preventive against tragedy.

Improving Acceptance of the Safety Program—Safety is the joint responsibility of all community elements. Since schools cannot act in isolation, safety enterprise must therefore be cooperative. There has always been passive acceptance of the necessity for coordination of endeavor, but the organization of joint community participation has, until recently, been given little thought. This is the point at which school boards enter the picture.

It is abundantly clear that many agencies interested in community development are not only willing to cooperate with schools, they are eager to do so. Policies governing the relation of schools and agencies need to invite agency cooperation. They need also to protect the schools from exploitation in all sorts of ways.

Decisions on how schools shall operate with agencies ought not to be whimsical, expedient,

(Continued on next page)

This article is a reprint of a speech given by Dr. Zahn at a safety session of the national meeting of the National School Boards Association in Atlantic City, New Jersey, last February.

What Is A *Good* Safety Program? *By Dr. D. Willard Zahn*

(Continued from page five)

or in terms of personal or group privilege. School boards can help by developing and supporting policies of proved educational value. When schools, on the one hand, through clear statements of their own purposes, accept agency cooperation as long as the school's purposes are not violated; and when agencies, on the other hand, think in terms of genuine support of the school's program, rather than of advancing their own interests, the ideal goal has been reached. What school boards do in achieving this ideal is quite important.

Providing Support for An Improving Safety Effort—Safety cuts across all school areas and invites consideration in all departments, whether instructional or definitely administrative. If you try to isolate the instructional from the administrative, you soon find that safety is one of those inter-twining factors which pops up everywhere. If you try to emphasize various phases of safety at various levels—primary, intermediate or secondary—you are faced immediately with the fact that, at least in this respect, safety is different from all other elements in the curriculum. Much of it, like all phases of character education, is fundamental at all levels.

A forward-looking safety program assumes that responsibility for school safety must be centered somewhere; perhaps in some person fairly close to the superintendent—a "status" person in the school line-up. Perhaps the superintendent will ask for support in establishing a position to accomplish this. Here also, the board can help achieve a "good" safety program.

There are times in the development of any program, new or old, when staff and public have a right to know where the board stands. Take driver education, for example. A clear statement of position, properly arrived at, is certainly essential to public understanding and efficient school administration. Support by the board is helpful in this situation.

In fact, the pattern of administration of the safety effort is a legitimate and direct responsibility of the school board. It is important for the board to make sure that there exists a genuine concern for safety, the responsibilities are appropriately set, that the means of achieving it are available within the limits of current understanding, and that somebody measures the results of safety efforts and improves safety practices continuously.

Thus far, certain things have been evident as characteristics of the good safety program:

- A good safety program does not rely on a *single* or even a *few* dramatic activities for effectiveness.
- It must be balanced vertically through the grades, and horizontally through each of the school years.
- The good program is characterized not merely by interest on the part of school board members, but rather by concern regarding its organization and effectiveness.
- It is "built-in" to the extent that this can be achieved. Of prior, prime and particular importance is the safety factor inherent in old or new buildings and equipment.
- The good safety program is regarded as a joint community responsibility with joint enterprise, characterized by understanding cooperation on the part of individuals and agencies.
- Support is given by the board collectively, and by the members individually, who have made their position clear by appropriate public statements, when necessary, and by their insistence on an effective pattern and program of administration.

There are factors in the good safety program which lie more in the domain of the professional educator. This leads us to the second category—elements in the safety program about which the board will want to query the superintendent or his associates.

You will want to ask your superintendent about many things, the most important of which will be:

The *content* of safety education—*what is taught*. This involves a long list of connected topics, related to each other and to the growth, development and conservation of human resources. An examination of the best guides to instruction in safety will outline these. They involve such headings as highway safety, safety on the streets, at school, at home, at play, safety in sports, gymnasium safety, shop safety, safety in the kitchen, firearms safety, safety in the winter, safety in the summer, at camp, safety

from plants and poisons—and so on to include almost numberless categories. There is no doubt that there is much to teach—the content is there. The assumption is that, like advertising, any mention of the product is likely to produce consciousness of need.

But the superior program recognizes that safety consciousness is not enough. Some inner drive that shows in *conscience* for safety is essential. Thus, while the program of 20 years ago talked about consciousness, today's program talks about attitude building, participation, consideration of others, individual responsibility—all within the effort to select content that has attitude-development potential, capable of producing behavior that is individually constructive, socially helpful, and yet without that excess of fear and caution that often puts so severe a brake on vigorous and creative activity.

All this is very difficult to measure. The good program leads in this direction philosophically and realistically. It is achieved through participation as well as intellectual understanding. The school's part in attitude development lies in the scientific building of positive attitudes, and in initiating and coordinating community activity which gives promise of going beyond safety consciousness to safety conscience. The degree to which this is done is an important test of the "good" program.

Techniques and Method—It is appropriate to ask "how" as well as "what." The better programs are alert to constantly improving use of audio-visual techniques, to greater variety in classroom practices, to the discovery of "leads" to safety interest inherent in many subject areas, to socially valuable surveys at the high school level, to greater selectivity in the means of participation, to making safety a way of living through participation which is characterized by "genuineness."

Reaching the Adults—The superior program reaches the adults of a community and helps to change their safety behavior.

Society in general has a way of making the task of the school difficult in all areas of character development and civic betterment. The school is engaged in constant competition between the values and practices of the school environment and the usually less ideal set of values outside the school.

This is as true in safety as in honesty, property rights, competition and a large number of less virtuous things!

The safety patrol requests corner crossing—the parent jay walks, exclaiming to the protesting child, "You're with Mama. Nothing can hurt you!" Dad drives through the red light or shades it a bit, with Junior in the car, and sometimes gets angry at the protesting voice of the youngster. The child presents the *Home Safety Check-list* to his parents only to have its suggestions flagrantly violated by the adult members of the family.

One of the important characteristics of the "good" program is that it affects adults in such a manner that they change constructively. At least, it must look forward to better future adults, no matter how badly adults presently behave. This objective is a prominent one.

Statistics and Research—Led by that remarkable document which shocks and stimulates us annually, ACCIDENT FACTS, published by the National Safety Council, superior safety programs have achieved remarkable results:

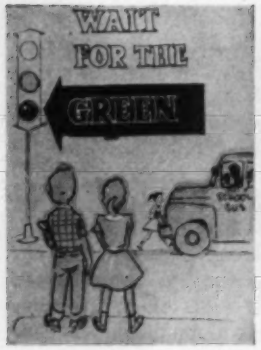
- By the use of the uniform accident report system which makes it possible to compare their community with other progressive and civic-minded groups;
- By bringing their own statistics into consonance with their own curriculum emphasis and by effecting such curriculum changes as are indicated;
- By encouraging administration and teachers to engage in valid research studies with the objectives of improving curriculum and instructional methods;
- By presenting school accident statistics to the public in such graphic manner that the safety program is accepted with increasing understanding.

The In-Service Teacher Education Program—Our newest teachers seem to have a strong feeling for the values inherent in education for safety. They seem to appreciate the vitality of its content. If the signs are properly interpreted, that speaks well for steps taken in teachers' colleges to regard education for safety as a major national objective.

The superior programs of safety education provide internal means of teacher self-improvement. They include conferences in education for safety; they establish sufficient organization for safety effort in each school; they involve large numbers of staff in curriculum improvement; they formulate safety policy on a cooperative basis; they prepare up-to-date, attractive, graphic, localized materials stressing a variety of things, one thing at a time; and they make abundant and properly educative use of films, slide-films, magazines and other teaching materials.

Civil Defense and Safety—Today, the good

(Continued on page 39)



September
S-1116-A
Safety To and From School

October
S-1118-A
Fire Safety

November
S-1120-A
School, Hunting Safety

December
S-1122-A
Holiday Safety

Order Your Elementary Safety Lessons *Now* for '57-'58

SAFETY education is an important part of the educational program at all levels. It should be included in any continuous curriculum planning.

The National Safety Council elementary safety lessons for 1957-58 are designed to be an important basic part of the safety program of any school. They can be used in any one of three ways: in individual work, wherein each child is issued a lesson sheet and studies and works out the lesson by himself; in group work; or as an important help to the teacher in leading a group discussion. They are intended to be thought-provoking devices which will help educators call the attention of the children to practices and conditions which relate to safety and the building of safe attitudes.

Use of these elementary safety lessons will:

- stimulate thought and action on problems of safety at the particular levels of the lower and upper grade children;
- challenge pupils and teachers to become more involved in making school and home a safe place to live, so that there will be a carry-over of safe practices that will remain with them throughout life;
- emphasize the development of safety consciousness at all times;
- correlate safety naturally and logically with all of the curriculum areas and co-curricular activities;
- provide or guide into providing appropriate learning experiences in safety throughout all phases of the school program at the lower and upper elementary levels;
- teach us to set a good example for others by using safe practices both in and out of school.

It is hoped that, through these experiences, the boys and girls will learn to recognize situations which involve hazards, that these practices will be useful in helping them to meet situations in their own day-to-day activities, that there will be developed in each student a sense of personal responsibility for his own safety and that of others, and a conviction that the effective ways of doing things are the safe ways.

The nine 1957-58 National Safety Council lessons, one for each month of the school year, are presented in worksheet form to be distributed to pupils for individual and group work. Emphasis is placed upon activities that take place in different areas of the school and the community in the particular season in which they occur.

The *September* lessons feature "To and From School" safety in both traffic and pedestrian areas, also playground safety, especially equipment.

October lessons deal with fire safety at home and at school, fire drills, blocked exits.

In *November,* the theme is safe practices in-

January
S-1124-A
Winter Sports, Weather

As a basic part of your school's safety program, National Safety Council safety lessons for elementary grades provide important attitude-building exercises relating safety to day-by-day school and home activities . . .

By Ruth Jewell
State Music Consultant
State Department of Public Instruction
Raleigh, North Carolina

side of the school building during bad weather. Hunting safety is also stressed here.

December lessons stress holiday safety. Decorations that are safe as well as safe toys and careful travel during this season are the chief points of interest during this month.

In *January,* winter sports and weather conditions in north and south are considered.

February lessons deal with safety in working and playing with pets at school and safety in the gymnasium.

In *March,* the emphasis will be on outside sports, such as kite flying and baseball, storage of winter toys and equipment.

April lessons will be concerned with bicycle safety and safety with scooters, wagons and other wheeled toys used out of doors.

In *May,* the theme will be vacation safety, with emphasis on safety in and around water.

Lessons have been pre-tested in elementary classrooms and checked by consultants at the National Safety Council before being printed.

An 8½" by 11" size poster, colorful and eye-catching, points up one important aspect of the lesson each month. The posters are suitable for hanging on bulletin boards in classrooms or halls, are specially directed to youngsters with short, meaningful captions. Sketches of the posters are shown on this page.

Safety Education Data Sheets, which provide additional background material for teachers to use in connection with the safety lessons, may be ordered separately from the National Safety Council.

Safety lessons and posters should be ordered immediately from the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. The units are ten cents each for one to nine copies, lower prices for larger quantities. Safety education data sheets can be ordered at any time, but should be ordered well in advance of the month for which the teacher is preparing, so that maximum benefit can be obtained from their use●

February
S-1126-A
Gym, Pets Safety

March
S-1128-A
Safety in Sports, with Toys

April
S-1130-A
Bicycle Safety

May
S-1132-A
Vacation Safety

September
S-1117-A
General Accident Picture

October
S-1119-A
Fire and Firearms

November
S-1121-A
Who's Who in Safety

1957-58 NSC Secondary Safety Lessons Are Ready

Order now in order to have them waiting at your school in the fall. Written especially for the teen-ager, these lessons bring practical safety attitudes to the attention of the secondary school pupil, show him how being responsible for one's actions is important to school and community . . .

By Dr. Vincent McGuire
Associate Professor
Secondary Education
University of Florida
Gainesville, Florida

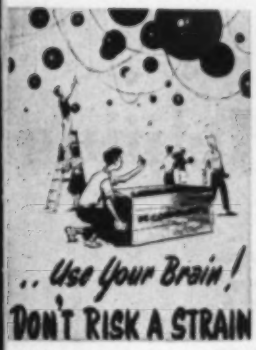
HAVE you ever visited a hospital and checked on the numbers of patients who are there as a result of accidents? You would probably find that most of the accident victims were injured in automobile wrecks. There would probably be other accident patients who were there because of falls, burns and other injuries received at home.

This sort of thing goes on continuously. One of the most alarming facts is that the accident problem is getting more serious each year. For example, the total number of deaths due to accidents in 1955 was 93,443. In 1956, it was 95,000. Although the number of deaths was up, the death rate, 56.8 per 100,000 population, was lower than any rate on record except that of 1954, which was 55.9.

If we are ever to reduce the death rate significantly, more attention must be given to developing safety attitudes among our citizens. The National Safety Council believes that it is sound policy to begin this training for safety with young people. In order to help develop these wholesome safety attitudes, the Council offers a series of lessons in safety for use on all school levels. Each lesson is complete in itself, can be issued to students for individual work.

The lessons for junior and senior high school students for 1957-58 deal with the following:

September—*General Accidents*
October—*Fire and Firearms*
November—*Who's Who in Safety*
December—*Holiday Safety*
January—*Winter Hazards*
February—*Teen Age Driving*
March—*Excursions and Transportation Safety.*
April—*Pedestrian Safety*
May—*Vacation Safety, Careers*



December
S-1123-A
Holiday Safety

January
S-1125-A
Winter Hazards

February
S-1127-A
Teen-Age Driving

March
S-1129-A
Transportation Safety

April
S-1131-A
Pedestrian Safety

May
S-1133-A
Vacation Safety, Careers

The safety lessons are constructed in a way which should give each student an opportunity to practice his skill in English, mathematics, science, social studies, art and other basic school subjects, as well as to develop an understanding of the importance of safety.

Included in the lessons are opportunities for small and large group work as well as individual projects. Assembly and classroom programs are also suggested, and ways to work with the community are outlined.

A colorful, eye-catching poster pointing up the main topics for each lesson will be provided each month. Each poster, 8½ by 11 inches in size, is suitable for bulletin board display.

For those teachers who wish to secure additional information about certain safety topics, the National Safety Council, has, available upon request, safety education data sheets on 80 different topics. In addition, the Council has produced films in both black and white and color, covering a host of topics. These films are available upon request.

A sound safety program can be developed in your school by using the safety lessons and by taking advantage of the teaching aids made available by the National Safety Council. Basic school subjects will thus be learned more effectively in a life-like situation.

For information on how to receive monthly safety lessons and posters, Safety Education Data Sheets, films on safety, and other aids, write to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. The units are ten cents each for one to nine copies, lower prices for larger quantities.

Order *now* so that the materials you want will be ready and waiting when school opens in the fall!●

forum-in-print

Is Your P-TA Helping

We asked a group of safety educators these questions: *Have you received concrete help from your P-TA on your safety program recently? Have they inaugurated any special program or project designed to prevent accidents around the school? What, in your opinion, is the place of the P-TA in active safety work around the school? How do you approach your P-TA to get things done, safety-wise?* Here are their considered answers:

FRANK W. BROAD
Supervisor, Health and Physical Education
Bethlehem School District
Bethlehem, Pa.

AS SUPERVISOR of health and physical education in Bethlehem's 24 public schools —in the absence of a full-time safety director —safety education has occupied much of my time and effort.

Most of the interest and initiative displayed in school safety is promulgated by our children, teachers and principals. The parents and P-TAs are also very interested and usually respond well when cooperation is requested. However, due to the constant changing of P-TA personnel and officers, it is often very difficult to follow through on a good safety program by the P-TA with a yearly carry-over effect.

Films on school safety have been shown at many of our P-TA meetings, and talks have also been given to many of our groups by the executive director of the Lehigh Valley Safety Council. I have also talked to many P-TAs on school safety and have aided them in selecting safe playground equipment and safe sites for this equipment, usually at their request. However, most of the safety problems arising in a school from parents and P-TAs are handled directly through the principal or teacher.

The P-TAs are always willing to give financial aid to any safety project contemplated. For instance, they have purchased most of the rainy-day gear being used by our school patrols. They were responsible for having all of the play areas around our school grounds surfaced, when the local school board, noting the value of their pleas, acted on them. Converting our play areas from rain-washed, rutted clay playgrounds has greatly reduced the number of accidents occurring there.

Requests by P-TAs for cyclone fences surrounding play areas with bad traffic conditions have also been recognized and acted upon, thus preventing children from running thoughtlessly into the street after stray balls.

Women traffic guards have been employed at school crossings. They are uniformed, paid and trained by the city, largely through the insistence of the P-TAs. These women traffic guards become highly specialized and are doing an excellent job. Sidewalks have been placed along streets in outlying areas of the city, enabling the children to walk on them instead of on the street. P-TA interest in this project was responsible in a great measure for its accomplishment.

The P-TAs have also been responsible for the acquisition by the city of many much-needed traffic lights, signs and blinkers near the schools. These safety tools, placed on children's routes to and from school, have greatly reduced hazards.

At the present time, the Central Council of Parent-Teacher Associations, an organization whose membership includes representatives from all of our city's P-TAs, is working on a school traffic project. Many of the parents, particularly on rainy days, drive their children to and from school. This causes a very serious traffic condition in front of our school entrances. At times, these cars, parked double, almost block the street, and children must dart across the street in order to reach their parents' cars. A few of our P-TAs have already discussed this

With The Safety Program?

problem and solved it. However, most of them have not, and it is a project of the Central Council of P-TAs for those schools who have done nothing about it to try to improve conditions or eliminate the hazard completely.

All P-TAs should take an active interest in school safety. They should appoint a school safety committee, composed of parents vitally interested in this work. This committee should solicit from the children, teachers and principal a knowledge of the location of all school hazards. Their findings should be carried back to the P-TA meetings for discussion and solution. If the solution is not forthcoming, the problem should be placed before the Central Council of P-TAs, where some other school may have encountered the same problem and solved it.

We approach our P-TAs to get things accomplished in several different ways. Sometimes the teacher or principal presents the problem to the P-TA. It is often well to get some interested parent to present it at the meeting. Many times the Central Council of P-TAs can handle it best if it is a city-wide project.

W. C. YEAGER
Director of Safety Education
Sioux City Public Schools
Sioux City, Iowa

In our city, the Parent-Teacher Association has a strong central council composed of representatives from the 27 city P-TAs and several suburban schools. This council has cooperated with the department of safety education in the public schools and with the local safety council.

The director of safety education for the public schools has been the chairman or co-chairman of the safety committee of the council for many years. This interlocking arrangement has resulted in harmonious programs successfully launched and consummated.

Our latest combined effort was sponsored by our own safety department and distributed through the P-TA safety chairmen. It consisted of a bulletin from our office pointing out the danger and precautions inherent in using natural or artificial gas in our homes.

Whenever the safety patrol needs raincoats or other supplies not usually supplied by the Sioux City Automobile Club, the local P-TA is ready and willing to buy them.

Whenever a safety program is needed by a local P-TA unit, our department is ready to supply films or speakers, as the case may be.

The service rendered by the present director of safety education was recognized last year by presenting him with a life membership in the Iowa State P-TA.

CARL V. PAYNE
Chairman, Safety Education
Alameda Unified School System
Alameda, California

The Alameda Parent-Teacher's Association is always very active in safety education programs.

The organization has worked actively with the city engineer's office and the City Council in alleviating any traffic hazards.

As in all agencies outside the school, this help should be of a service nature and not an administrative one. Our P-TA has always come to the school as an agency and asked in what departments it should avail itself.

When I feel there is a need for some definite project that could be handled by the P-TA, I work through the safety chairman. All the rest of the administrators in Alameda do likewise, in giving them information as to the need of an investigation or the consideration of any safety hazard or program necessary which will be primarily and solely in the interest or welfare of our children.

(Continued on next page)

Is Your P-TA Helping in Safety?

(Continued from page 13)

DR. LEWIS A. KYRIOS
Director, Physical Education
Health and Safety
Southbridge Public Schools
Southbridge, Massachusetts

Recently the situation of students bringing or allowing their dogs to follow them to school presented a serious safety problem. The gathering of these dogs in our play areas often resulted in fierce dog fights as well as physical menace to our students. The problem was called to the attention of our P-TA, which exerted influence on homes in the neighborhood and solved the dog problem.

A new building and street construction in an area close to another elementary school presented another serious safety problem. The P-TA of that school exerted enough influence so that an additional policeman was assigned to the area to safeguard the children.

Another P-TA is making a study to improve and provide better and safer school play areas. This study will be presented to the school board and then supported by the P-TA at the annual town meeting in order to assure favorable action.

Any activities necessary for the safety of the school children en route to and from school or around the schools may be a part of the program sponsored by the P-TA. It may be a program to buy safety equipment or clothing for the school safety patrol or offer prizes for safety posters or essays. It may sponsor interesting assembly programs on safety for the students. An important part of the P-TA program might be working with the school authorities in procuring funds from the town for safety purposes.

Any safety project or problem is first called to the attention of the principal and teaching staff of the school. After the problem or project has been discussed and possible solutions offered, it is then presented and discussed with the president and officers of the P-TA. Once it has been properly coordinated with all concerned, it is presented to all the members of the P-TA in their next meeting. In many cases, letters are circulated to all parents of the school children stating the problem or project and its solution and requesting assistance.

The success of many of our safety problems and projects can be traced directly to the cooperation between our schools and the P-TA.

HARRY WUGALTER
Classroom Teacher
Sombra del Monte School
Albuquerque, New Mexico

THE P-TA has given and continues to give our school safety recommendations and concrete assistance in bettering our safety program.

It was our P-TA's contribution which outfitted our safety patrols with yellow raincoats and overshoes, and furnished funds for our student council's arm bands and our school safety banner.

Last year, upon the recommendation of our P-TA, rose bushes were planted beneath all windows that opened out. Thus, a constant danger of children striking their heads on the open steel windows was eliminated. It was also through the efforts of our P-TA that licensed peddlers, protected by law, were discouraged from creating an unhealthy situation near our school grounds. Well-organized P-TA members spent their lunch hours discouraging youngsters from these "motorized exploiters." Within a week, we no longer had this problem.

Upon recommendation of our P-TA to the safety director of the system, F. M. Wilson, our school was fenced and the previously-used incinerator was replaced by large, city-maintained containers. Our P-TA has organized an emergency vehicle service through room mothers, and thus each teacher has a listing of at least six available parents who are "ready to go" at the ring of the phone.

At the present time, the P-TA is trying to get the city to paint certain curbs yellow (as no parking areas) and extend the school speed limit beyond the present safety perimeter of the school.

This is only a small part of a continuing program to provide for our children an environment free from physical hazards. Our principal, Myron Montman, needs only to mention a problem to our P-TA, and the membership moves as one towards correcting an unhealthy situation. Through general meetings and the P-TA's monthly newsletter, all immediate safety needs are brought to light and discussed.

It is the responsibility of the P-TA to take a most active part in school safety, inasmuch as it takes all three components—the faculty, the parents and the pupils—to formulate and execute a successful safety program for the school●

Counselors and Helpers in Summer Camps

safety education
data sheet
number 80

MORE than four million American youngsters go to camp each year because they want fun, new experiences, adventure. Thousands of camp directors and camp counselors accept the responsibility for seeing that the campers enjoy this adventure under conditions which will ensure safe and happy experiences.

To think that all hazards can be eliminated from a camping experience is just as unrealistic as to imagine that a camper will go through life without meeting dangers. Therefore, helping to develop alertness and intelligence in facing hazards provides as important a learning experience as knowing how to avoid them.

Camp safety can be a restrictive, take-the-adventure-out-of-life, pressure type of program. Or it can be a way of living in which the adventure is preserved—but with safeguards.

Standards for camp safety, based on the pooled experiences of many camps over many years, have been compiled and published by the American Camping Association and by major national youth-serving agencies which conduct camping programs. These, as well as this data sheet, can well serve as a framework around which to develop a camp safety program.

Administrative Responsibility

1. When camp counselors take on their responsibility for the safety of campers, they have a right to assume that certain essential prelim-

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NATIONAL SAFETY COUNCIL
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inary matters have been taken care of by the camp administration. These include such measures as: compliance with state and/or local laws, codes and regulations relating to camping; maintenance of camp site as free from hazards as possible; provision of facilities and equipment adequate and in safe condition, medical personnel on the staff, detailed advance plans to handle emergencies, such as an outbreak of communicable disease, or assistance in case of fire, and proper insurance.

2. Thorough discussion of the camp safety program is a *must* in pre-camp staff training. This means attitudes and methods in achieving safe camp operation must be stressed as well as the many specific factors in the total camp program.

3. Failure to observe these preliminary essentials will handicap a counseling staff no matter how alert and conscientious it may be.

Counselor Responsibility

4. There are two major areas of counselor responsibility: (1) in the cabin, tent or "living group," and (2) in the various camp program activities. Depending on the organization of the camp, a counselor may have one or the other responsibility or both.

With the "Living Group"

5. In the small "living" or family group of four to eight campers, the counselor assumes, for the time, many of the responsibilities of a parent for the safety of the children. The degree of responsibility will vary with the ages of the campers.

Good Housekeeping Practices

6. Good housekeeping practices are as important in a camp home as in a city dwelling. Slippery or wet floors, broken steps or railings, protruding nails, rough or splintery floors or edges of bunks, etc., broken glass, sharp edges of tin, exposed unprotected pipe lines, a cabin window or shutter which may fall because it is not securely fastened, an improperly erected tent—all of these are potential sources of accidents. Suitcases or other personal belongings left out of place; lanterns so placed that they may fall or be knocked over; water thrown on the ground from wash basins—all can be hazardous.

a. The counselor shares with the camp administration the responsibility for seeing that basic camp housekeeping safety precautions are observed, for example:

1. checking, and, if necessary, removing dead trees or dangerous branches;

2. storing poisonous substances (if necessary in camp) in locked places accessible only to authorized users;

3. fire prevention and knowing what to do in case of fire.

b. The camp administration assumes certain basic responsibilities, such as:

1. proper construction of buildings — walls and floors adjacent to stoves protected; chimneys and fireplaces properly built and protected; legally required number of exits; properly installed electric wiring; also periodic inspection of buildings and equipment by competent authorities;

2. establishment of a fire break around camp property;

3. provision for adequate fire-fighting equipment accessible to *all* areas of camp —proper kinds of extinguishers in the right places and periodically checked to ensure constant readiness for use, brooms, rakes, shovels, axes, hoses, pumps, pails of sand, ladders, fire barrels, and water buckets;

4. thorough training of staff in use of equipment and fire-fighting methods;

5. carefully worked out and understood plans for evacuation and arrangements made in advance to summon nearest public assistance;

6. mechanical equipment — boilers, bottled gas equipment, etc., inspected;

7. provisions for acquainting visitors with fire regulations.

c. There are other preventive measures for which counselors will have the major responsibility:

1. preventing the accumulation of flammable rubbish and seeing that dried grass, brush, etc., are cleared from immediate area of living quarters;

2. smoking only in designated areas;

3. very careful handling of kerosene or gasoline lanterns, if used;

4. checking of cords and care of any small electric appliances;

5. care in not drying clothes, etc., too near a stove or open fire;

6. never starting or permitting the starting of fires with flammable liquids;

7. care of matches and their proper use;

8. careful disposal of oil or paint rags;

9. use of non-combustible materials in craft work;

10. clear labeling and storage of combustible or explosive materials (if necessary to have in camp) in locked places accessible only to authorized users;

11. fire-fighting equipment at hand when burning rubbish;

12. outdoor fires—for cooking, camp fires, ceremonials, etc.:

a. permit received when required;

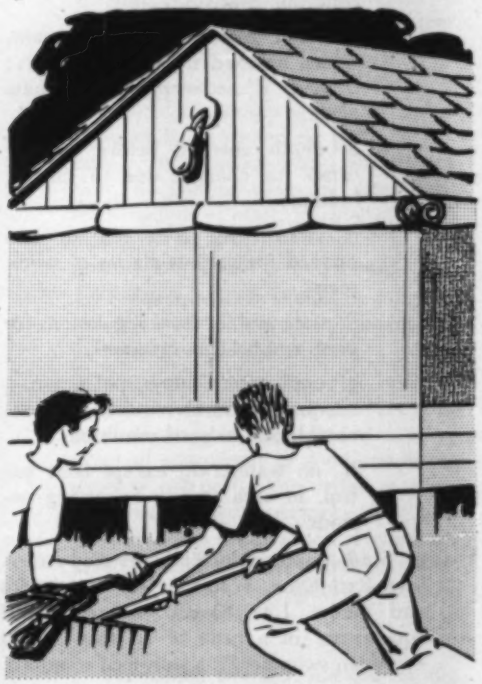
b. very careful selection of site — on sand, gravel or rock, clear of plant growth, away from overhanging trees, stumps, etc.;

c. fire kept to a size adequate for the purpose and which will not get out of control; never left unattended;

d. materials on hand for extinguishing; absolute certainty that fire is completely extinguished so that there is no danger of its being fanned into flame again or of its creeping along roots;

e. extreme care in construction and use of torches for ceremonial fires.

13. displaying fire prevention posters of the U. S. Forest Service and the National Safety Council, encouraging making of original posters by campers, learning "Smokey the Bear" song, and use of other fire prevention educational devices.



7. Safety in the camp home must be a cooperative enterprise. Rigid supervision and prohibitions by counselors may limit the number of accidents, but such supervision contributes little to the development of the self-dependence which will help the camper to know how to meet, on his own, varied situations. On the other hand, when campers understand the relation between such necessary precautions and a happy camping experience for them, better results will be produced in a spirit more satisfying to everyone.

8. A "safety committee" of campers, participating in the formulation of necessary "rules," will ensure better understanding and support of such rules. Enlisting the help of all campers in detecting and correcting hazards will generate in them a feeling of importance and pride as vital cogs in the camp safety machinery.

9. The job of the counselor is to lay the foundation by teaching safety fundamentals—and not by formal, stilted methods—and then to build upon it by his own alertness to possible hazards and observance of safety practices *with* the campers — a partnership that will reduce camp hazards to a minimum.

Poisonous Plants

10. Eradication of poisonous plants in the camp area is an important part of good camp housekeeping. Few people are completely immune to poison ivy, poison oak and poison sumac. Direct contact is not even necessary. Contact with animals or clothing which has been in contact with the plant, or even smoke from plants being burned, affects some. The smoke can be dangerously irritating to lungs and throat and may cause skin irritation. It is essential that counselors and campers learn to recognize unmistakably these plants and to practice preventive measures, knowing what an unhappy interlude they can cause in a camping experience. They should also know: (1) the fallacy of the idea that eating a leaf of the plant will create immunity; (2) precautions in case of exposure.

11. If edible plants are ever used in connection with the camp program, there must be absolute certainty as to identification. The poison of some species of fungi is deadly, and the leaves and berries of a number of plants are poisonous if taken internally.

Poisonous Reptiles

12. The extent to which this hazard becomes

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Counselors and Helpers in Summer Camps *(safety education data sheet #80)*

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part of a camp safety program varies in relation to the existence of such reptiles in the camp area. Counselors should:

a. know which, if any, poisonous reptiles are found in the camp area itself or in areas into which out-of-camp trips are taken;

b. know the type of habitat of each—where they might be encountered and any known infested areas; also the habits and characteristic behavior of different species in order to guide action if any should be encountered;

c. know what to do in case of snake bite. On all out-of-camp expeditions in snake-infested country there should be a snake bite kit and a person qualified to use it. Counselors should know first aid measures for bites of non-poisonous reptiles;

d. be on the alert for poisonous reptiles in all phases of camp program and especially in unfamiliar territory.

Tools

13. Tools can be the helpful adjunct to camp living that they are intended to be, or they can be a source of painful and even serious accidents. Sharp-edged tools are safer to use when kept in that condition so they will not bounce or glance off. Edges should be sheathed or protected when not in use. Counselors should instruct campers in the proper and safe use of potentially dangerous tools — knives, axes, chisels, carving tools, scissors, tin snips, rakes, etc. The hazards in passing tools to another, in leaving open knives, unsheathed axes, rakes, etc., abound in the unregulated use of tools, especially among younger campers, and the proper methods of sharpening, etc., should be stressed.

In-Camp Program Activities

Safety in Programming

14. Many of the preventive and corrective safety measures listed under daily living in camp are equally applicable to various program activities. In addition, many specific measures stem directly from the nature of the activity itself and must be as integral to the activity as the learning of the skill. Counselors conducting swimming, riding, craft work, archery, etc., will meet their full responsibility only when they have a conviction that these activities will be of greater value to the camper when learned the *safe* way.

15. The counselor's responsibility goes back further than the start of participation in a sport, game or craft. Information on camper medical forms should be known—especially limitations or restrictions. Camp programming must take into consideration such guiding factors as the age, physical strength, ability and experience of campers. Strenuous program features such as pack trips, mountain climbing, etc., should not be attempted without conditioning through gradual building-up experiences which will enable campers to take the more demanding ones in stride and safely. Guarding against the possible effects of over-exertion, fatigue, chilling, sun-exposure, and altitude is a responsibility which all counselors should assume.

Waterfront

16. The waterfront director is responsible for safety in all camp programs connected with the waterfront. A diversified program possible on a lake may entail broader responsibility than a limited pool program. Strict *rules* and their strict *enforcement* are essential at all times, not only during swimming and boating periods.

a. *Swimming*

1. Condition of swimming area:

a. bottom free from glass, nails, etc.; concealed hazards marked;

b. dock, float, ladders, etc., in safe condition always;

c. water tested and, in pool, maintained according to standards; treated, if necessary, to eliminate algae;

d. depth checked before opening camp for changes due to shifting bottom;

e. swimming area set up and marked for various classes of swimmers;

f. state and/or local regulations for pools and beaches observed;

g. equipment—buoys, poles, etc.—adequate to meet requirements, accessible and in good condition;

h. no watercraft, except boat patrol, in area during swimming periods.

b. *Staff*—mature, currently certified American Red Cross Water Safety Instructors and Senior Life Savers (or recognized equivalent) in a ratio of at least one to every ten swimmers is a universal standard.

c. *Swimmers*

1. Physical condition ascertained from medical forms for heart, ear, etc.

2. Classified through tests as to ability; strict enforcement of regulations for staying in own area and against clowning or rough play.

3. Know what to do and what not to do in case of a swimmer in trouble.

4. Swimming periods limited to 30 minutes; careful staff observation for evidence of chilling or fatigue; attempts at long-distance swims strictly regulated and permitted only under closest supervision.

5. Thorough understanding and observance of check board and buddy systems; boat patrol also should be in force where possible.

d. *Miscellaneous*

1. Swimming or dips after dark forbidden unless in a lighted pool.

2. Camp visitors should not be permitted waterfront privileges since their physical conditions and abilities cannot be ascertained.

3. The same precautions for swimming should be observed on trips. Swimming should not be permitted unless there is sure knowledge of conditions of water, bottom, etc., and adequate supervision.

e. *Boating*

1. Strict regulations concerning all types of boats should be in force: use only by those qualified and with permission; no boating alone or after dark; over-loading of craft, loading of duffle, horseplay in boats, movement of passengers prohibited.

2. Frequent checks should be taken on condition of boats and equipment and accessibility of life preservers.

3. Careful planning for trips—participation only by qualified campers; mature, dependable, experienced supervision; all equipment in good condition; weather prospects; knowledge of route—currents, rapids, portages, etc.; how to load craft; what to do if capsized; understanding of plans, safety measures, etc., by trippers; all plans should be known to director.

f. *Fishing*

1. Pre-fishing training, not only in the skill itself but in safety measures: spacing of camper fishermen, baiting of hooks, casting, pulling in the line, taking fish off of hook, safety of onlookers.

Campcraft, Hiking, Trips

17. Safety measures should be strongly emphasized in training and in practice in these program areas, which are unfamiliar to many campers. Insurance claims provide evidence of many accidents in climbing and on out-of-camp trips.

18. Precautions relating to fires, tools, poisonous plants and reptiles, swimming, etc., have been covered. Oher needed safety measures include:

a. At least two adult counselors on every hike or trip, regardless of the number of campers; a ratio of one to every six-to-ten campers, depending on activity and ages of campers; a ratio of one-to-five, including a qualified first aider, on overnights and extended trips. *Since counselors assume total responsibility away from the camp base, a greater degree of skill, maturity and experience in outdoor living is demanded of those in charge of any type of out-of-camp trip.* Experience is especially essential in mountain climbing.

b. Advance exploration of routes and camp sites, if possible, in relation to roads and trails; drainage; hazards; adequate and suitable space for sleeping, food preparation, etc.; fuel and water supply; where to obtain help in an emergency; permission to use sites.

c. Planning food in relation to keeping qualities as well as nourishment, weight and bulk; provision for preservation and, if necessary, replenishment.

d. Consideration of readiness of campers—physically, psychologically and in degree of skill—to participate in the particular type of experience, to guard against not only physical accident but emotionally unsatisfying experiences.

e. Length of trip, pace, weight of pack geared to strength, ability and experience of participants; staff alert for signs of fatigue, altitude effects, etc.

f. Careful attention to clothing and equipment — especially footwear; sleeping and camping equipment for overnights; first aid equipment checked by camp nurse.

g. Provision for safe drinking water, by carrying it or purifying available supply—a *must*.

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Counselors and Helpers in Summer Camps *(Continued from preceding page)*

h. Written information given to camp administrator as to who is on hike or trip, route and destination, when return is expected.

i. "Rules of the road" for safe hiking known and observed; importance of keeping together as a group and periodic checks or roll calls.

j. Sanitary measures — provision for personal cleanliness, food handling, dish-washing, latrines.

k. Every precaution to avoid getting lost, but also knowledge of what to do if lost.

l. Safe procedures in outdoor cooking as well as in fire building.

m. Protective measures against insects — mosquitoes, bees, wasps, ticks, spiders, scorpions, etc. (in camp area also).

n. Frequent checks of campers as to physical condition; check-up by camp doctor or nurse after return to camp as well as before starting out.

o. Consideration for the safety and comfort of others by leaving all resting spots and overnight sites in good condition.

Riding

19. Riding, whether elementary or advanced, requires the same precautions:

a. Permission from parents.

b. Specific areas and trails located and identified; a ring for beginners.

c. Horses suitable for camper riders (an administrative responsibility).

d. Competent, experienced instructors in a ratio of not more than four riders to an instructor; riding director is responsible for assistants in matters of teaching methods, care of animals and equipment, safety measures, etc.

e. Riding ability and experience of campers ascertained and taken into consideration in assigning horses, deciding as to riding in ring or on trail and, when increased skill justifies it, advancement from ring to trail to trips.

f. Importance of teaching and observing all safety measures related to approach to and handling of horses, condition and proper adjustment of equipment, etc.

g. First aid equipment and a staff member qualified to administer it, especially when on trail or trip.

h. No smoking permitted in or near stables.

Sports and Games

20. All sports and games should be conducted in areas where hazards, such as holes, roots, rocks, etc., have been reduced to a minimum. Equipment should be suitable for the age level of the camper and in good condition. Safety of onlookers as well as participants must be considered. The possible ill effects of excessively competitive games and sports where overexertion or undue emotional pressure might result are important safety considerations.

21. Archery and riflery, two of the more hazardous sports, need these precautions:

a. Ranges safely located, away from paths, roads and other program areas so as to constitute no hazard to non-participants; properly laid out to allow sufficient space; adequate backstops.

b. Competent instructors and no shooting except under their supervision.

c. Strictly enforced regulations regarding (1) shooting, reclaiming of arrows, use of armguards, finger tabs; (2) handling, use and storage of firearms and ammunition.

Miscellaneous

22. In transporting campers, whether within the camp area, on trips to neighboring towns or on out-of-camp program trips, basic safety precautions must be observed:

a. Vehicles must be kept in safe condition and must not be overloaded.

b. Properly licensed, reliable, experienced operators must be provided and, when carrying campers, additional supervision must be obtained to maintain order and prevent injury.

c. Trucks carrying campers should be equipped with sides and seats. Permitting campers to stand and move around in moving trucks is courting accidents.

d. Be aware of the danger of carbon monoxide poisoning in tightly closed vehicles.

e. Extreme care should be exercised on camp roads passing near living and program areas.

f. Campers should not be taken in counselors' or other private cars without the director's permission; nor should counselors' cars be taken out of camp without such permission.

g. Vehicles should carry first aid equipment.

h. All vehicles carrying passengers should

have adequate insurance coverage.

i. If busses or other non-camp vehicles are being used, the camp administration is responsible for observance of all above applicable safety measures.

Safe Conduct in Electrical Storms

23. Remain indoors, if possible, away from fireplaces, doors, windows, stoves, ungrounded wires.

24. If outdoors, keep away from open spaces, isolated trees, wire fences, hilltops; seek shelter, if available, in dense woods or a grove of trees, away from trunks; no swimming. Although probably not often available in a camp situation, an automobile is a reasonably safe refuge.

25. Try to help in overcoming exaggerated fear of storms evidenced by any camper.

Forest or Domestic Animals

26. Bites of foxes, squirrels, coyotes, and the camp dog require immediate professional medical attention because of the danger of rabies. Birds may be infested with lice and small forest animals with mites, ticks, etc., which may not only cause great discomfort to anyone handling them, but may be disease carriers.

27. All injuries, however slight, should be reported to and seen by the nurse or doctor as soon as possible to prevent their developing into anything more serious.

28. Counselors should assume the responsibility for seeing that all medications brought to camp by campers—and by themselves—are placed with the nurse or doctor for safe administering.

29. If an accident occurs in camp or on a trip —and, in spite of all attempts to anticipate hazards and to provide all possible safety precautions, they do—it is important, after first aid and proper treatment, to analyze the accident thoroughly with a view to guarding against a repetition.

30. Reports of all accidents should be made promptly by the counselor who was in charge when it occurred and assistance given in completing accident report for insurance.

Summary

31. The gathering together under one cover of the many factors involved in the safe operation of a camp and a camping program may have a staggering, almost overwhelming, impact on the relatively inexperienced counselor. Many important safety precautions which are primarily the responsibility of the camp administration rather than the counselor have been listed because the counselor should be aware that these are important considerations on which hinge the success of his own efforts in the area of camp safety.

32. Many others are measures which a young person who is qualified to be a counselor and cognizant of his responsibility to the campers would automatically observe. Subtracting all of these—the remaining ones will be woven into the pattern of camp operation gradually as situations arise where such measures are pertinent. Clarification and understanding resulting from discussions in staff training—both pre-camp and in-service — will help the counselor to see in perspective his responsibilities for camp safety and to develop confidence in assuming them.

33. The positive approach — stressing *safety* awareness, not *hazard* awareness; the example of the counselor himself in observing safety measures (and this should apply just as much when he is not with the campers—even on "time off"); the conviction that more can be wrought by an imaginative, constructive, partnership approach — which can make safety always synonomous with fun and happy experiences, than by rigid restrictions and prohibitions authoritatively imposed—all these should help to preserve the fun and adventure youngsters want in camping and, at the same time, send them home to their parents reasonably intact.

34. Camp counseling is more than just a "summer job." It is an opportunity to influence the life patterns of many youngsters. An awareness on the part of campers of the importance of safety, and a knowledge of how to do things safely will not only help to make the immediate experience of camp living a happier one, but will have lasting value in the carry-over of this awareness and these habits into the work and play of their future years.

Selected Information Sources

35. Safety Education Data Sheets Nos. 2 — *Matches;* 3—*Firearms;* 6—*Cutting Implements;* 8—*Poisonous Plants;* 18—*Camping;* 26—*Domestic Animals;* 27 — *Swimming;* 28 — *Small Craft;* 34—*Safe Conduct in Electrical Storms;* 35 — *Poisonous Reptiles;* 39 — *Bad Weather: Hazards, Precautions, Results;* 42—*Horseback Riding;* 43—*Hiking and Climbing;* and 44—*Hook and Line Fishing.*

36. *Annotated Bibliography on Camping.* Barbara Ellen Joy. Bradford Woods, Martinsville, Indiana: The American Camping Association. 50 cents.

37. *Camp Counseling.* A. Viola Mitchell and Ida B. Crawford. Philadelphia, Pa.: W. B. Saunders Co. Revised 1955. $4.75.

(Continued on next page)

Counselors and Helpers in Summer Camps

(Continued from page 21)

38. *Camping, A Guide to Outdoor Safety and Comfort.* Arthur H. Des Grey. New York: Ronald Press. 1950. $3.00.

39. *Camp Safety Digest.* Samuel P. Messer, Editor. New York University: The Center for Safety Education. 1952. 50 cents. (Can also be ordered from the American Camping Association, Bradford Woods, Martinsville, Indiana.)

40. *Outdoor Hazards — Real and Fancied.* Mary V. Hood. New York: The MacMillan Company. 1955. $3.95.

41. *The Camp Counselor.* Reuel A. Benson and Jacob A. Goldberg. New York: McGraw-Hill Book Co., Inc. 1951. $4.75.

42. *The Camp Program Book.* Catherine T. Hammett and Virginia Musselman. New York: Association Press. 1951. $5.00.

43. *Camping Magazine Reference Issue* and *Buying Guide,* also *Camping* Magazine. Plainfield, New Jersey: 705 Park Avenue. American Camping Association membership includes both. Single copy, *Reference Issue,* $2.00.

44. Camping Standards and other materials published by the American Camping Association and by national youth-serving agencies such as the Camp Fire Girls, Inc., Boy Scouts of America, Girl Scouts of the U. S. A., YMCA.

Fire Prevention

45. *Camp Self-Inspection Blank.* The National Board of Fire Underwriters. New York, Chicago, San Francisco.

Waterfront

46. *Life Saving and Water Safety.* American Red Cross. Washington, D. C. 60 cents.

47. *Design, Equipment and Operation of Swimming Pools and other Public Bathing Places.* New York: American Public Health Association. 1949. 55 cents plus 5 cents postage.

48. *Canoe Camping.* Carle W. Handel. New York: A. S. Barnes and Company. 1953. $3.00.

49. Prepared by the New England Camping Association, available from American Camping Ass'n., Bradford Woods, Martinsville, Ind.:

a. *Canoeing Manual.* 1949. $1.00.

b. *Canoeing Standards and Graded Classifications.* 1947. 50 cents.

c. *Sailing Standards and Graded Classifications.* 25 cents.

50. *Principles of Canoeing.* Pierre Pulling. New York: The MacMillan Company. 1954. $3.95.

51. *Beach and Pool Swimming.* New York: Hoffman-Harris, Inc. $3.00 per year.

Campcraft, Hiking, Trips.

52. Publications listed under "General."

53. *Handbook of Trail Campcraft.* Edited by John A. Ledlie. New York: Association Press. 1954. $4.95.

54. *Hiking, Camping and Mountaineering.* Roland C. Geist. New York: Harper and Brothers. 1943. $3.00.

55. *The Junior Book of Camping and Woodcraft.* Bernard L. Mason. New York: A. S. Barnes and Company. Revised 1944. $3.50.

Riding

56. *A Manual of Riding.* Jennie M. Orr. Minneapolis, Minnesota: Burgess Publishing Company. 1953. $1.40.

This data sheet prepared for the National Safety Council by Mrs. Elizabeth B. Spear, Director, Department of Camping, Camp Fire Girls, Inc., New York, N. Y.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at $3.89 each for one to nine copies.

By Vivian Weedon, Ph.D.
Curriculum Consultant
School and College Division
National Safety Council

A group of driver educators gets together for an informal chat between sessions of the 1956 school and college meeting.

For October 21 to 25 . . .

Make Plans for the Congress!

ALTHOUGH Christian Dior is not a member of the Congress Program Planning Committee, the program certainly has the "new look!" Among the new fashions announced by Committee Chairman Dalibor W. Kralovec are:

- An Opening General Session which will include a major talk on a subject of general interest to all safety educators. It will be followed by five brief exploratory talks on five separate subject areas. The evening will be devoted to discussion sessions for problems in each of these five areas.
- An entire general session devoted to that all-important area—research in safety education. Scientific findings will be presented and discussed in terms of what they mean in the classroom.
- A whole day on elementary safety, in which the world our boys and girls are growing up in today will be viewed in an endeavor to find out just what these facts mean in planning safety education for the elementary school pupil. Each keynote presentation will be followed immediately by small group discussions.
- A hospitality room at meeting-room floor level to facilitate individual conferences, meeting friends, rubbing shoulders with others doing the same work you're doing, or just catching your breath.

The week's opportunities will also include special meetings for those interested in college and university education, for school transportation, for driver education teachers and for administrators. The Safety Education Supervisors Section will have its regular Sunday meetings on the subject of supervision in safety, leaving the members free to lend their experience to solving diverse problems throughout the week as well as gathering new ideas to try in their own home communities.

Of course, there will be the orientation session on how you can get the most out of this Congress, and the regular Monday afternoon social hour. (A big surprise is brewing for the social hour!)

Opening bell of the Congress rings out on Monday, October 21, at ten a.m. with the Annual Meeting of Members at the Conrad Hilton Hotel. And—in typical school fashion, there will be a "last day" All-Congress party on Thursday evening, October 24.

Let's recapitulate:

A good reason why you should attend the Congress: To secure new ideas and current information on safety education which you can use to good advantage on your job.

The dates: October 21 to 25, 1957.

The place: The Morrison Hotel, Chicago, Illinois.

Hotel rooms are scarcer than ever. Single rooms are almost non-existent. See if you can arrange to share a room. Get your reservation request in the mail at once.

For further information, address the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

SOME IMPORTANT CAUSES OF DEATHS IN THE U.S. AT SCHOOL AGE, 1955

Cause of Death	5-9 Years		10-14 Years		TOTALS: 5-14 Years		15-19 Years		20-24 Years		TOTALS: 5-24 Years	
	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths
All Deaths	8,440	100%	6,320	100%	14,760	100%	10,544	100%	13,771	100%	39,075	100%
Accidents	3,285	39	2,814	45	6,099	41	5,817	55	6,925	50	18,841	48
Cancer (malignant neoplasms)	1,335	16	790	12	2,125	14	867	8	1,067	8	4,059	10
Diseases of heart	103	1	143	2	246	2	374	4	681	5	1,301	3
Homicide	57	1	74	1	131	1	349	3	813	6	1,293	3
Congenital malformations	541	6	278	4	819	6	231	2	202	2	1,252	3
Pneumonia	446	5	265	4	711	5	251	2	270	2	1,232	3
Nephritis and nephrosis	181	2	160	3	341	2	232	2	341	3	914	2
Suicide	2	*	37	1	39	*	285	3	569	4	893	2
Vascular lesions, central nervous system	100	1	109	2	209	1	248	2	242	2	599	2
Acute poliomyelitis	148	2	134	2	282	2	96	1	98	1	476	1
Tuberculosis, all forms	62	1	36	1	98	1	99	1	246	2	443	1
Rheumatic fever	115	1	189	3	304	2	68	1	56	*	428	1
Benign, unspecified neoplasms	124	1	86	1	210	1	93	1	110	1	413	1
Complications of pregnancy, childbirth, puerperium	0	*	4	*	4	*	142	1	265	2	411	1
Diabetes mellitus	51	*	64	1	115	1	75	1	141	1	331	1
Appendicitis	75	1	59	1	134	1	48	1	45	*	227	1
Anemias	66	1	48	1	114	1	33	*	43	*	190	1
Meningitis (nonmeningococcal)	80	1	50	1	130	1	32	*	25	*	187	1
Gastritis, enteritis, colitis	59	1	23	*	82	1	39	*	51	*	172	1
Meningococcal infections	73	1	31	*	104	1	44	1	16	*	164	*
All other causes	1,537	18	926	15	2,463	16	1,121	11	1,565	11	5,249	14
Accidental Death Rates†	19.2		21.1		20.0		52.7		67.2		36.4	

Source: National Office of Vital Statistics

†Rates are deaths per 100,000 population in each age group.

*Less than one-half of one percent.

An alert adult driver prevented another statistic from being chalked up here—but others were not so lucky. Some 18,841 children in the United States met death in accidents during 1955 . . .

The End of a Dream

THE death of a child always seems particularly heart-rending. For with this final act, a life has ended, dreams are quashed as if they had never existed, one small glimpse into the future world has been snuffed out decisively.

It is particularly sad when the child died in an accident. A careless aim of a gun—an unthinking dash into the street after a bounding ball—a sudden fire which catches a child unawares as he sleeps—these are the tragedies that are robbing our country of its vital human resources, and robbing thousands of our children of the opportunity to live and grow up into sound, normal, happy people.

For the past several years, the National Safety Council has been saying, "Two out of five children (5 to 14 years old) who die are killed in accidents." Official figures for 1955, which recently became available, do not, unfortunately, change this statement; they only verify and reemphasize it. The ratio was *even higher* in the age groups 15 to 19 years and 20 to 24 years old!

This does *not* mean that accidental deaths of persons 5 to 24 years old increased in number over the ten-year-period from 1945 to 1955, however. In fact, they decreased—from 19,282 in 1945 to the 1955 total of 18,841.* The greater importance of accidents in 1955 was due to the large decrease in deaths from non-accidental causes—from 38,969 in 1945 to 20,-234 in 1955.*

The second cause of death in 1955 among persons 5 to 24 years old was cancer, with a total of 4,059 deaths. Heart disease was third with 1,301. Some 1,293 died of homicidal deaths.

The accompanying table gives the 1955 record for some important and well-known causes of death for each five-year age group from 5 to 24 years. It will be noted that the frequency of deaths for some causes fluctuates considerably from one age group to another. The accidental death rate varies from 19.2 for children five to nine years old, to 67.2 for persons 20 to 24 years old.

Among children five to nine years of age, cancer, with 1,335 deaths, was the second cause of death after accidents, followed by 541 deaths

(Continued on next page)

By Jennie Spadafora
Statistics Division
National Safety Council

*The ten-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths. However, inspection of the data for individual titles used in this comparison indicates that—for these age groups—the classification changes were not important.

School Systems With 90 Per Cent Honor Roll Participation Recognized

For the first time, the National School Safety Honor Roll Program is issuing a certificate to school systems which have 90 per cent participation of their individual schools in the Honor Roll Program.

The certificate will be awarded to each school system on the basis of the number of individual participating schools which are awarded Honor Roll certificates for conducting a well-balanced safety program.

If your school system is not now participating in the Honor Roll program, we suggest you write to Ivan L. Eland, National Safety Council, School and College Division, 425 No. Michigan Avenue, Chicago 11, Ill. for particulars. *Although it is too late to enter the award program for this year, make plans to join the thousands of schools who are conducting a well-balanced safety education program next year!*

A REMINDER

to renew your subscription to SAFETY EDUCATION Magazine if it runs out with this issue. Subscriptions are $3.50 a year, lower prices for larger quantities. With each subscription goes an individual membership in the National Safety Council, as well as dozens of good ideas for your school safety program.

Send your check to the Membership Department, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Congress Transactions Published

The transactions of the School and College Sessions of the National Safety Congress held last October 22-26 have been published by the National Safety Council. Containing all the speeches given at the sessions, as well as the proceedings of discussion and special interest groups, it is the only complete record of the 44th National Safety Congress for school and college people available.

If you were not at the Congress, you will want to order it to find out what was said, what was accomplished there. If you were at the Congress, you will want these transactions as a record of what you heard and saw.

The transactions are 85 cents a copy, one to nine copies, lower prices for larger quantities. Write the Order Dept., National Safety Council.

The End of a Dream

(Continued from page 25)

from congenital malformations and 446 from pneumonia. *However, accidental deaths in this age group were more numerous than deaths from the three leading non-accidental causes combined.*

Cancer, with 790 deaths, ranked next after accidents as a cause of death among children 10 to 14 years old. Congenital malformations was the next most important cause, responsible for 278 deaths. *Accidents, however, caused more than three times as many deaths in this age group as cancer.*

The leading fatal disease among young people 15 to 19 years of age was cancer, with 867 fatalities. There were 374 deaths from heart disease and 349 from homicide, the next most important causes. *Again, accidents were the outstanding cause of death, accounting for more than three times as many deaths as the three leading non-accidental causes combined.*

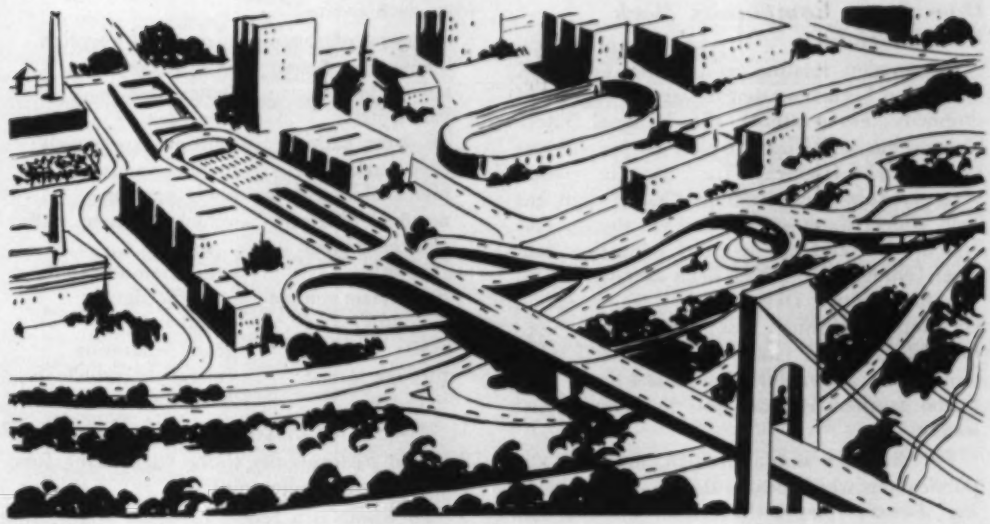
Among persons 20 to 24 years of age, cancer, with 1,067 deaths, was the leading non-accidental cause of death. Homicide ranked next, with 813 deaths, followed by heart disease, with 681. *However, accidents caused six times as many deaths in this age group as cancer.*

Over the past ten years, medical science has proved its effective power among persons 5 to 24 years old. In 1945, the death rate in this age group from tuberculosis was 17.8 per 100,000 persons; in 1955, this rate had dropped to 0.9. In 1945, the death rate was 9.0 for heart disease and 6.1 for pneumonia. In 1955, these rates were 2.5 and 2.4 respectively. In 1945, appendicitis had a death rate of 3.4; in 1955, it was 0.4.

In 1945, the accidental death rate for persons 5 to 24 years old was 45.4; in 1955, it was 36.4, a decrease of 20 per cent. The rates and improvement for each age group are as follows:

Age	1955	1945	Change
5-9	19.2	29.5	—35%
10-14	21.1	29.5	—28%
15-19	52.7	54.8	— 4%
20-24	67.2	76.2	—12%

Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that progress can be made in this field. With sufficient effort on the part of all of us, the favorable trend may continue and increase●



Does Your Community *Back the Attack* on Traffic Accidents?

Unit Number Four—Traffic Engineering

An Experiment in Education for Democratic Community Living

This unit is one of a series. Unit Number One is a general introduction to all units; Unit Number Two is on police traffic supervision, and Unit Number Three, on traffic ordinances. A mimeographed teachers' guide is available.

The units are published one each month in SAFETY EDUCATION beginning with the February, 1957, issue. If you do not have the previous materials or the teacher's guide, a request on school letterhead, enclosing a stamped, self-addressed envelope, will bring them to you. Address your request to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Back the Attack Lesson Unit Number Four

Prepared by Vivian Weedon, Ph.D., Curriculum Consultant, School and College Division, National Safety Council, Chicago, Ill.

(Questions based on Section Four of the *Annual Inventory of Traffic Safety Activities.)*

SOURCES of Information: The *Model Traffic Ordinance for Municipalities—Revised 1956* outlines matters such as the duties of the city traffic engineer (check index); the *Manual on Uniform Traffic Control Devices for Streets and Highways* describes recommended signs, signals and markings. You can probably locate copies of both of these publications in your community, or they can be purchased for a small fee. The former may be purchased from the National Committee on Uniform Traffic Laws and Ordinances, 1640 K Street N. W., Washington 6, D. C.; the latter may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

(Continued on next page)

Does Your Community Back the Attack?

(Continued from page 27)

Information relating to uniform signs and signals has been rewritten in varying degrees of simplicity. For example, the National Safety Council has a publication planned for children entitled "The Highway Five," (now in revision because, since the triangular "Yield" sign has been added, there are six uniform signs). This organization also has a safety education data sheet (Number 33) which deals exclusively with "Traffic Control Devices" in a more serious, encyclopedic manner. Your school or community library, your local safety council, your motor club, automobile dealers and driver education teachers can aid you in finding other sources.

For the more serious student, there are also publications which deal with highway engineering. PUBLIC SAFETY Magazine, the National Safety Council's magazine for traffic officials, contains much semi-technical information on traffic engineering.

To find out what is going on in your own community, the sources and directions are the same as for the previous units: your community governmental officials, your community or school library, your local safety organization, your community newspapers, and your community representative for the *Annual Inventory of Traffic Safety Activities.* Remember — these are very busy people; have your questions well-organized and be sure only one group approaches each agency.

Words Used in Traffic Engineering: The technical words you are likely to find in the following outline may not be new to you. Often, you will find that two or more words, each of which you know, are used together. The combined meaning may be new to you.

For example, you know what the word "pedestrian" means, don't you? You know also what the word "barrier" means. What do you suppose the word combination "pedestrian barrier" means? It is a barrier to keep pedestrians from crossing the street, is it not? Have you ever seen a "pedestrian barrier?" See if you can find one near your school.

Sometimes a word has several meanings. Look up the following words in your dictionary and select the definition you think *probably* is the one used in this unit:

lane
park
bond (this one is a fooler)
grade
curb

Here are some other word combinations you will find in your reading. Can you work out what each means?

driveway entrances
intersection design
street lighting
taxi zones
off-street parking
curb parking
high accident streets
accident diagrams
vehicle volume counts
pedestrian volume counts
traffic regulators
through streets
over-pass
owned and operated
revenue bonds
center lines
lane lines
multiple lane streets
parallel parking
angle parking
vehicle-actuated traffic signals
pedestrian-actuated traffic signals
signal light
grade separation
emergency vehicle
under-pass

1. What is the purpose of traffic engineering?

2. Who performs the traffic engineering functions for your community?

3. To whom is a report of traffic engineering functions sent:
   - —directly to the mayor?
   - —city manager?
   - —director of public works?
   - —director of public safety?
   - —anyone else? If so, who?

4. What preparation and professional qualifications has the person or persons performing the traffic engineering functions:
   - —registered engineer?
   - —Member of:
     - Institute of Traffic Engineers
     - American Society of Civil Engineers
     - American Society of Mechanical Engineers
     - American Society of Electrical Engineers
   - —Completed special training course in fundamentals of traffic engineering?

5. How much time do regularly employed community officials spend on traffic engineering?

6. Has a traffic engineering consultant been called in on a part-time basis? If so, when? What were his recommendations? What was done about the recommendations?

7. Do your community ordinances (or does the charter) tell who should be responsible for traffic engineering?

8. How much money is spent for traffic engineering in your community? Is there a separate budget for traffic engineering?

9. When people ask for permission to undertake the following activities, is such permission granted only after the traffic engineer has given his approval:

—constructing industrial, commercial or public buildings?
—constructing parking lots and garages?
—developing sub-divisions?
—constructing driveway entrances or other cuts in the curbing?
—opening pavement to repair, maintain sub-pavement services or for other reasons?
—hauling or moving on public streets?
—proposed detours?
—proposed special events, such as parades, etc.?

Can you think of any other types of activities the traffic engineer ought to approve before permission is granted to undertake the activity?

10. Does the traffic engineer review the following proposals:

—intersection design?
—street lighting?
—taxi zones?
—loading zones?
—truck routing?
—street widening?
—re-surfacing?
—municipal off-street parking facilities?
—truck hours of delivery?
—city planning?
—zoning?
—locations of schools, playgrounds and parks?

Do you think there is any relation to traffic safety in the fact that the traffic engineer looks over the above proposals? What might or might not happen if, for example, a school was built without the knowledge and approval of the traffic engineer? If a one-family residence district was zoned for business or apartment houses? Can you think of any other matters on which the traffic engineer's advice should be sought?

11. Has there been a report of traffic engineering activities in your community prepared in the past year? Have you read that report?

12. What were the findings of traffic engineering studies and traffic planning studies which have been made in your community in the past year? Examples of such studies are:

—high accident streets and intersections, including collision diagrams and condition-of-road diagrams
—speed and delay, speed zoning, and studies of observance of speed regulations
—one-way streets
—vehicle and pedestrian volume counts; e.g., counts of the number of vehicles or pedestrians using a certain street or crossing at certain hours of the day
—traffic signal studies
—studies of curb parking
—studies of intersections to see if restrictions on turning (no left turn, no right turn, etc.) would be beneficial
—surveys of where traffic originates and where it is going, leading to better planning, routing, etc.
—survey of mass transit operations (busses, street cars)
—surveys for planning new off-street parking areas

13. Do you have parking meters in your community?

14. What is the longest amount of time you can park? Is this longest period different on different streets? If so, why?

15. What is the money from the parking meters used for? For the development of off-street parking places? For other traffic improvements and control?

16. Who owns and operates the parking lots and garages in the business districts of your community? Private money? Tax money or bonds? Or both?

17. Does any agency of your community government have the legal responsibility to:

—condemn property for a parking lot or garage?
—issue revenue bonds; that is, to borrow money which will be paid back for the money made (revenue) from the charge for parking?
—operate the lot or garage?
—control the location, rates, service and protection of privately owned and operated parking lots and garages?

18. Would you say that there is enough provision for parking in your community? What is the relationship between parking and traffic safety?

19. How many of the following types of traffic control devices are found in your community?

—center lines on two-way streets separating the cars going in opposite directions?
—lane lines on multiple lane streets operating traffic going in the same direction?
—painted spaces for parking (are these parallel to the curb or at an angle to the curb? Which type is safer?).
—crosswalks marked at intersections or other spots?
—traffic control signal lights:
—change on a timed basis?
—change when traffic runs over a control pad (vehicle-actuated)?
—change when a pedestrian pushes a button or otherwise operates the change mechanism (pedestrian-actuated)?

(Continued on next page)

Does Your Community Back the Attack? *(Continued from page 29)*

—change in a regularly operated sequence so that traffic can proceed at a specified number of miles per hour and all the lights will be green (coordinated for progressive movement)?

—how often are these re-painted?

20. What types of traffic signal lights do you have?

—red on top, amber, green?

—red, amber, green, plus a "walk" signal?

—other type?

21. What other types of traffic lights have you seen in other places? Do you think all lights should be the same? Why?

22. What types of traffic signs do you have in your community:

—stop sign

—slow sign (or other caution)

—yield sign

—speed limit sign (regulatory)

—railroad crossing sign (two types)

What color is each? What shape is each? Do all these signs in your community agree with those proposed in the *Uniform Manual of Signs, Signals and Markings?* Why is it important that each sign have a distinct shape and color? Why is it important that all signs be the same throughout the country? What provision is made for the maintenance of these signs and signals? If you should see that a sign was knocked down or a signal light burned out, what should you do?

23. What other types of traffic regulators do you have:

—turning prohibited?

—highway-railroad grade separations?

—one-way streets?

—raised strips (rather than painted strips) for separating traffic going in different directions?

—highway-railroad crossing at grade protected by signals, gates, bells, watchmen, or a combination of these?

—through streets?

—parking prohibited on one or more sides of street?

—parking prohibited near intersection, or in front of theaters, hotels, etc., for fire or emergency vehicles?

—over- and under-passes marked when heavily-traveled streets cross one another?

—pedestrian barriers (chains, etc.) to prevent crossing at hazardous spots?

24. What was the basis upon which these signs, signals and other traffic regulators were erected where they are? What evidence is available that they have benefited traffic safety?

25. Does all of your street lighting conform to the Illuminating Engineering Society standards? If not, does any? Are any steps being taken to bring your lighting up to standard?

26. What plans has your community for improving traffic engineering in future years? Is there a plan laid out of studies and improvements to be made? Are there plans to secure adequate financing of improvements?

27. If your community is cooperating in the *Annual Inventory of Traffic Safety Activities,* find out what recommendations were made under the section, *Traffic Engineering.* Is there anything that you, as an individual, can do to help get these recommendations adopted? Is there anything that you, with the help of other students, can do to help get these recommendations adopted? Is there anything adults can do to get the recommendations adopted?

28. If your community is not cooperating in the *Annual Inventory of Traffic Safety Activities,* try to answer the above questions in the light of the recommendations made for one community and given below:

"1. An increase in personnel assigned to traffic engineering be considered, to improve the community's performance in traffic control and accident prevention.

2. Traffic engineering responsibilities be established by ordinance. The *Model Traffic Ordinance* is recommended as a guide for setting up this responsibility.

3. A survey of existing signs and signals be made to determine need for increased maintenance of these various types of traffic control devices.

4. Miles of streets with center lines be increased.

5. That the community consider modern type lighting along additional high volume and accident experience streets.

6. That all traffic control signals within 1,200 feet of one another be coordinated to produce progression on as many streets as possible.

7. That a survey be made of existing traffic signs to determine whether to replace them with new or reconditioned signs.

8. That additional off-street parking be provided."

Unit Number Five, *Traffic Courts,* will appear in the September, 1957, issue of SAFETY EDUCATION.

MAY 1957

Lower Elementary

safety lesson

Sketch S-0877-A

Vacation Safety

Mark X on the things in each picture that are dangerous.

At Camp

1. Here is a good place to camp.

At the Beach

2. Here is a good place to swim where we can have a good time.

Boating

3. Let's all go for a canoe ride together. It doesn't matter if some of us don't know how to swim.

Sunbathing

4. Since this is our first day out, let's stay longer. My skin is only slightly pink.

Answers: 1. Rattle snake, poison ivy, danger of getting lost in the deep woods. 2. Broken bottles, opened cans with sharp edges should not be on the beach. 3. Too many people for small canoe, and they do not know how to swim. 4. Horseplay in the water, and they have been out too long for the first time.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Printed by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.

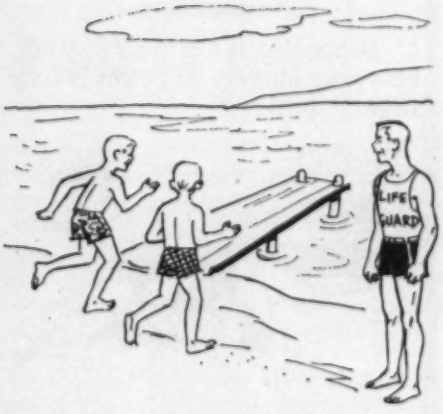
A Safe Vacation

Draw a picture of where you plan to spend your vacation. Show some of the things you will do. Write some safety rules that will suit your vacation.

1. We do not feed the bears in the park. Why?

2. We make sure our picnic fire is out after we finish with it. Why?

3. We always have a buddy when we are swimming. Why?



4. We sit quietly in the boat and do not try any tricks, such as standing up. Why?

Answers: 1. There is danger of the bear snapping at you or attacking you. 2. A fire left burning will spread and cause much damage, especially if there is a forest close by. 3. If anything happens to you in the water, your buddy can call or go for help. 4. So there will be no danger of rocking or turning the boat over.

Sketch S-0677-A

MAY 1957

Upper Elementary

safety lesson

VACATION HAZARDS

Match the pictures in the column at the left with the safety rules in the column at right.

1.

2.

3.

4.

5.

6.

7.

8.

A. ( ) Do not fish close to other anglers because of the danger of the hooks.

B. ( ) If wading is necessary, test each step in advance. The next step may be too deep for you. Loss of footing also may throw you into deep water.

C. ( ) In hiking, rest often if the path is steep and be careful in placing the feet if you are carrying a pack. A swinging pack may cause you to lose your balance.

D. ( ) When hiking, wear properly fitted woolen socks.

E. ( ) In camping, water may be purified for drinking by boiling it for half an hour.

F. ( ) Sunburn may occur even on a cloudy day. The reflection of the sun's rays from water, sand, ice or snow may increase the intensity of the burn.

G. ( ) When you go camping, be sure you extinguish matches. Break them in two before you throw them away.

H. ( ) The best means of preventing poison ivy is to learn to recognize the plants that cause it and stay away from them.

Answers: A. 6; B. 7; C. 8; D. 4; E. 3; F. 5; G. 2; H. 1.

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Water Safety

Circle the numbers of the statements that show safe actions.

1. It is advisable to have a medical examination before you swim.

2. You may swim alone if you are a good swimmer.

3. Never jump or dive into water that may be so cold that it will numb your body.

4. Warm water exhausts a swimmer more quickly than cold water.

5. Eight feet of water is considered the minimum for all-round diving safely from floats, low platforms and springboards.

6. If a person is in distress, try rescuing him by going to him in a boat, or, if you are near enough and on land, hold something for him to grasp so that he may be pulled in.

7. In lifesaving, swim only when other means of rescue are not possible.

8. You may swim after dark if no other time is convenient.

9. Swim only on beaches that are supervised by lifeguards and equipped with lifesaving equipment.

10. Non-swimmers may go into deep water if they have water-wings.

11. You should check all boats for leaks and other defects before leaving shore.

12. The more common boat hazards are: overloading, improper loading, improper movement of passengers, and horseplay.

Some Things to Do

1. Draw a mural showing the proper preparation for swimming, proper behavior at a pool, lake or beach, a properly supervised beach.

2. Write some water safety rules.

Answers: The statements that are true are: 1, 3, 5, 6, 7, 9, 11, and 12.

Junior High School

SAFETY LESSON

Summer Safety

Have a Safe Summer

Vacation time should be a joyous time. It will be, too, if you abide by some simple safety rules. Listed below are safety rules that apply to some of the most popular summer activities. Fill in the blanks with the correct word or words.

1. After you have finished your meal, you should wait _____ or _____ hours before swimming.

2. If you are in a row boat and a sudden squall causes the boat to start to rock dangerously, as a passenger your best bet is to _____ _____ in the _____ of the boat.

3. Before you build a camp fire, scrape away the _____ and _____ until you are down to bare ground. Build it in a place that is sheltered from the _____ and a _____ distance from the woods.

4. _____ should never be left on fishing lines when they are put in the car.

5. When fishing, not more than _____ persons should plug cast from a canoe. Even then, they should be experienced fishermen.

6. If circumstances *force* you to look over the edge of a cliff, you should _____ _____ to do so.

7. Poison ivy is _____, _____ in color and has _____-_____ leaves.

Answers: 1—one or two; 2—lie down, bottom; 3—matches, leaves, wind, safe; 4—hooks; 5—two; 6—lie down; 7—glossy, green, three-part.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Sketch S-0878-A

Are You "Chicken"?

Have you ever been in a position similar to the one in the poster picture? Will the boy on the rock be "chicken" if he *doesn't* jump—or if he *does* jump? It's a very important question for you to decide in your own mind. Too often we think we are cowards if we don't take a dare. The important question, however, is—

> **Does it take more courage to do the things we know are right, despite the jeers and taunts of the crowd—or to be a "crowd pleaser?"**

Do you really admire a person who follows every wish of "the crowd"? Is your respect and admiration greater for a person who thinks through carefully and acts according to his own beliefs, or for one who, like a weather vane, turns whichever way the wind blows?

Appoint a discussion chairman and discuss the situation in the picture. Discuss the question, "Which takes more courage—to do what you feel is right, or to do what other people want you to do?"

"Chicken"? **"Hero"?**

Tips on Safety

If you are in a boat that suddenly capsizes, the most dangerous thing to do is to swim for shore. Instead, hang on to your boat—it's the best life saver you can get. It will support indefinitely as many people as can hold on to it. To keep a non-swimmer calm, the picture below demonstrates the "hands across" technique.

Don't rely too much on that blown up inner tube. And don't use it to hit people with—even in fun. The air piece has a metal fitting that could jab out a person's eye. The tube itself can become a safety hazard if you get tangled in it and panic. See illustrations below.

You may look very attractive with that bronzed look, but a boiled lobster is not attractive. That "bronzed" look takes many days of careful tanning—a little at a time. You can't get tanned in one day. Beware of cloudy days as well as sunny days. The sun's rays are just as penetrating on a cloudy day as on a clear one.

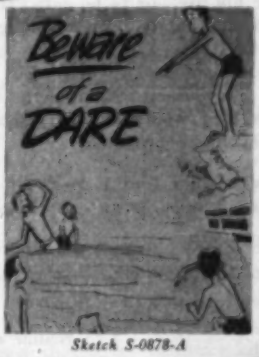
If you're going to the farm for a vacation, be careful of livestock and farm machinery. Too often visitors on a farm don't know which animals are "mean" and which are gentle. Play it safe by following the advice of the farmer. Tractors and other machinery can give you a rough time if you don't leave them alone. Even a simple implement like a pitchfork can become a dangerous weapon in the hands of a beginner. If you don't believe it, feel the ends of the prongs—gently!

Play only in play areas. Don't try to hold a baseball game on a street open to traffic. The location is not only unsuitable, but it can be dangerous to all concerned.

Don't pick up insects or snakes that you don't thoroughly recognize. The most common poisonous snakes in the United States are the rattlesnakes, copperheads, water moccasins and coral snakes. The first three of these are called "pit vipers" because they have a pit, or hole, between the eye and the nostril. They are found in almost every section of the country. Often, the way you can tell whether a snake is poisonous is by noticing whether the pupil of the eye is a slit or whether it is round—if it is a slit, the snake is poisonous. This is not true of the deadly coral snake, which can be recognized by its color, broad bands of deep scarlet and blue-black separated by narrow bands of yellow. The bands go *around* the snake.

Be Safe—Don't KILL Your Chances of Having Fun.

MAY 1957



Sketch S-0878-A

Senior High School

SAFETY LESSON

Summer Safety

Recognize the Situation?

Remember how the situation in the poster picture worried you at one time? Remember how it used to bother you when someone dared you to do something you knew was wrong? You wanted to do what was right and still have the respect of your crowd. You have since learned that more respect is gained by the person who does what he believes is right, than by the person who takes every foolish dare. This knowledge comes with "growing up." Some people, however, take a long time to "grow up"—don't be one of them.

Vacation (?) Pictures

Shown below are pictures of people on vacation. They are out with the specific idea of enjoying themselves. Yet in each instance, their enjoyment has safety errors which may kill them. Find at least three safety errors for each picture and write the errors in the spaces provided. Also, tell "why" the situations are unsafe.

1. *Safety Errors* 1._____
2._____
3._____

Because _____

3. *Safety Errors* 1._____
2._____
3._____

Because _____

2. *Safety Errors* 1._____
2._____
3._____

Because _____

4. *Safety Errors* 1._____
2._____
3._____

Because _____

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Answers: 1—standing in boat, boat overloaded, no life preservers for children—because boat may tip and watch of three feet should parents save; 2—don't get out of car, don't feed bear, don't get so close—because one swipe of his paw can really damage you; 3—five under normal circumstances—because a startled horse may kick out; 4—distracted ground, screwdriver in batter's pocket, no catcher's mask—because any of foregoing may cause serious injury.

Know Your Science?

Much of the science you learn in the classroom can be applied to everyday activities in order to enjoy those activities safely. Knowledge not used does not have any value. Only when knowledge is applied does it have any worth. See how much of your science you can apply to safety for the summer. Listed below are several suggested demonstrations for using science to help you enjoy your vacation.

1. Take two pieces of bread. Dampen one and put it in a jar, leave the other piece dry and place it in a jar. Put both jars in a warm, damp place. Take two other pieces of bread—do the same thing but place the jars in a bright, sunny place. In which instance will the greatest growth of mold take place?

Explain how this knowledge applies to bath houses. _____

_____

_____

2. Use a bell jar, y-tube, two balloons, rubber membrane, and a two-hole stopper to demonstrate the mechanics of breathing.

Explain how this knowledge helps in applying artificial respiration. _____

_____

_____

3. Using a rock, string, water, beaker, overflow can, and balances, demonstrate the law of buoyancy.

Explain how this knowledge applies to floating, swimming, diving and rescuing a drowning person. _____

_____

_____

Project

Make two-panel posters of each of the foregoing. On one panel show the scientific principle involved. On the other panel, show the principle being violated in some vacation activity. Put a caption on the picture such as "Why doesn't he apply his knowledge?"

Check Your Chances

Often, attitude and habit can either cause a person to lose his life—or to be safe. It depends on his attitude and habits. Check yourself on the following test. It is easy to answer the questions, as they *should* be answered. But take the test to check on yourself. Answer the questions truthfully—as they apply to you. Place "Yes" or "No" in the blank provided.

1. I can't swim, therefore I stay out of boats and canoes unless there is an experienced swimmer along. _____

2. I call for "help" in the water just for a joke. _____

3. I realize my physical limitation for rescuing others and act accordingly. _____

4. I never overload a boat. _____

5. I always come out of the water before dark. _____

6. I always try to keep up with others on a long swim, even though I get very tired. _____

7. I never engage in horseplay or change seats while riding in a boat. _____

8. I always make certain I know about the depth and bottom of a stream before I dive. _____

9. I always avoid swimming alone. _____

10. I sometimes "gyp" on the time I should stay out of the water after eating. _____

11. I always take it easy at the beginning of the swimming season rather than try to beat my record the first day out. _____

12. I always keep my head in an emergency—resisting the impulse to struggle frantically in the water rather than thinking clearly. _____

Answers: 1, 3, 4, 5, 7, 8, 9, 11, 12—yes; 2, 6, 10—no. If you got less than ten correct, you'd better change your attitude and habits.

What Is A *Good* Safety Program? (Continued from page six)

program dare not neglect consideration of civil defense. There was a time when civil defense was a concentrated effort which swept everything before it as emergency action. The changing degrees of war-cold and near-hot over the past ten years and the many cries of "Wolf!" have developed an apathetic attitude in the public which is strangely inconsistent with the fact that, by count, more than half our citizens believe that a Third World War is inevitable.

How shall the problem of civil defense be resolved? This is certainly a safety consideration. It is so regarded in the best programs, which conceive civil defense as a necessary extension of the on-going safety program of the schools. The CD framework is carefully planned, immediately available for hot action, practiced and reviewed in some detail so that it comes to be regarded as an integral and normal part of one's civic obligation. Realism and good mental hygiene suggest looking this problem squarely in the face. "Too late" is a futility we cannot afford. Likewise, wholesale fear is a neurosis we dare not develop. Can we afford to continue avoiding this problem? Do we know enough to solve it?

Evaluation—One of the striking things about safety education is that you can evaluate it effectively only if you are completely objective. The program must be judged in terms of accident rate reduction, built-in safety, hazard prevention and control, student attitudes, parental and community support, in-service improvement of safety education, curriculum and method.

There are effective local and national checklists and other evaluative devices for doing this. The good program is undergoing continuous evaluation by those who work in it—and that's everybody. From time to time the total program is carefully analyzed and completely evaluated.

Many schools achieve this in part through participation in the *National School Safety Honor Roll* program, which "was instituted and organized as a measure for helping any school to upgrade its own safety program annually and intelligently." In 1945, it recognized 30 schools over the nation. In 1956, 2,488 schools achieved honor. Testimonials from communities attest to its value in developing a wide variety of safety activities in schools and in guaranteeing long-range school and community planning. It invites your attention.

Thus, in addition to the elements of the superior program summarized earlier have been added these:

- The content of a good program is broad, intimately related to many areas of the school's total program, and capable of building proper attitudes toward safety. It aims beyond "consciousness" to "conscience."
- It joins content and method effectively in a variety of situations.
- The adults of the community are reached. They become cooperative in safety endeavor.
- Statistics and research are used for improving method, charting curriculum emphases and increasing public understanding.
- In the superior program teachers lend their efforts to self-improvement because the program is basically sound and productive of results.
- Civil defense becomes an extension of the broadly conceived human conservation program.
- Evaluation is both general and specialized; day by day for many factors, carefully and completely anaylzed from time to time.

Finally, the primary and most difficult task in education for safety is the same, essentially, as in all other educative endeavor—the translation of standards into practice, talk to technique, verbalism to doing something, plans on paper to achieved results, good wishing to desirable action, consciousness to conscience, isolated group planning to coordinated community action, individual concern to shared responsibility.

Board members are important in this process●

Below: A search for materials on safety to use in writing a safety theme for their eighth grade class at Canty School in Chicago brought this quartet to the National Safety Council. The girls used the morning of Washington's Birthday for their trip down to Council offices, are pictured with senior consultant Ivan Eland.

Donald Duck blithely faces electrocution as he fixes toaster with knife, has appliances plugged in one outlet.

"How to Have An Accident in The Home" Stars Donald Duck

ONLY Donald Duck could get into the cock-eyed situations and predicaments which are set up and described by the bearded J. J. Fate in Walt Disney's new safety film, "How to Have An Accident in The Home." Now being shown in theaters throughout the country, this summer it will be available in 16 mm prints on the regular Disney lease basis.

To obtain, contact Walt Disney Productions, 2400 West Alameda Avenue, Burbank, California, or 477 Madison Avenue, New York City.

IMPORTANT NOTICE!

PURCHASE NO PLAYGROUND PROTECTIVE COVERING OR GYM MATTING UNTIL YOU HAVE INVESTIGATED THE MANY MERITS OF

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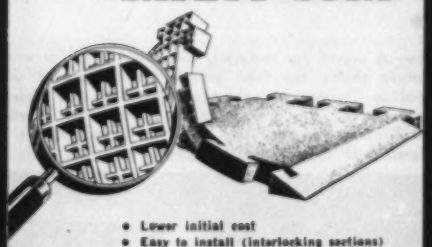

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DEALER INQUIRIES INVITED!

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. "**Equipment and Materials for Early Childhood Education**" is the title of a 64 page catalog released by Creative Playthings, Inc. Descriptive information and photographs, some showing the material in use, are included on the many types of play equipment and supplies offered by the company.

2. **Mechanical Folding, Portable and Permanent Bleachers:** New catalog describes and illustrates company's line of portable and permanent bleachers. Information on chair stands, studio seating and back stops are also included, along with full construction details and specifications of all equipment. Berlin Chapman Co.

3. "**Visualization Made Easier**": The Chart-Pak method of making organization and flow charts, graphs and office and department layouts, is discussed in this 20-page catalog. How the simplified system works and time is saved is discussed, with data on the work flow and data processing symbols available. Chart-Pak, Inc.

4. "**Sectional Cafeteria Counters**": This 2-color catalog is designed to demonstrate the flexibility of Southern Cafeteria Equipment. Catalog shows the component parts of sectional counters and how they can be assembled to fill individual requirements. Southern Equipment Co.

5. "**School Bus Chassis**": Dodge has introduced 15 new conventional school bus chassis, a Power-Wagon for use on poor roads, and a Town Wagon station wagon truck in the "K" Series Dodge truck line. New safety features which have been incorporated into these lines include tubeless tires, a 12-volt ignition system for quick and sure starting and extra power for lighting and a new circuit breaker switch which allows headlights to remain burning after shorts occur elsewhere. Air brakes and a brake booster are available on some models. Dodge Division.

6. "**Mobile Ladder-Trucks for Overhead Maintenance**": Literature features two new mobile ladder trucks that have been designed for the overhead maintenance needs of any institutional building. The Safe-Lad rolls all needed supplies on upper and lower work trays right to the work area for cleaning windows, blinds and upper wall spaces, and for the maintenance of lights. Safe-Lad Manufacturing Co.

7. "**Optical Instrument Tests Student Vision**": A new Bausch and Lomb Optical Instrument to test student vision requires no special knowledge to operate. Called the School Ortho-rater, the instrument is a table-top device which may be set up anywhere in the school. The complete battery tests can be administered in from 1 to 1½ minutes. Bausch & Lomb Optical Co.

SAFETY EDUCATION **MAY 1957**

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6 7

Name .....

Title .....

Address .....

City .....

State .....

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Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

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Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts	Raincoats	Corporal Digbys
Caps, Helmets	Capes	Trafficones
Badges	Caution Flags	School Warning Signs
Arm Brassards	Merit Awards	Traffic Control Signs
Emblems	Boots & Overshoes	Other Items

WRITE FOR OUR LATEST CATALOG

GRAUBARD'S

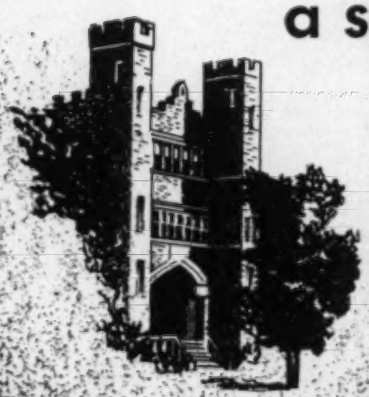
America's Largest Safety Patrol Outfitters

266 Mulberry St. Newark 5, N. J.

for colleges and universities . . .

a special, NEW Annual SAFETY SERVICE

to help you create an accident free campus



With ever increasing enrollments, crowding of facilities and use of technical equipment, the hazards of fire, personal injury, and other accidents have become magnified on today's campus. In answer to requests from many colleges and universities for an aid to expanded, modern safety programming and education, the National Safety Council has created a new Annual Safety Service for Colleges and Universities . . . a hand-picked collection of safety training and program aids geared *especially* for their use.

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